

THE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

Entered as second-class matter at the New York Post Office.

VOLUME LXVII., No. 7.
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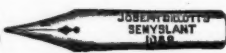
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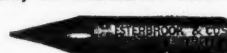
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVI.

For the Week Ending February 14.

No. 7

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To a Child.

By WALTHER VON DER VOGELWEIDE,

[End of twelfth or beginning of thirteenth century.]

Children with rod ruling—
'Tis the worst of schooling.
Who is honor made to know
Him a word seems as a blow.
Him a word seems as a blow
Who is honor made to know.
'Tis the worst of schooling:
Children with rod ruling.

Guard your tongues 'gainst leaking;
To you, young, I'm speaking!
Put a bolt before the door,
Let no evil word get o'er!
Let no evil word get o'er,
Put a bolt before the door!
To you, young, I'm speaking,
Guard your tongue 'gainst leaking!

Guard your eyes moreover,
Free and under cover!
On the good reflecting aye,
Turn their glance from evil's way.
Turn their glance from evil's way,
On the good reflecting aye,
Free or under cover,
Guard your eyes, moreover!

Guard your ears securely,
They will fool you surely:
If you evil words let in
It dishonors all within.
It dishonors all within.
If you evil words let in.
They will fool you surely:
Guard your ears securely.

Guard the three forever,
'Gainst too free behavior,
Tongue, eyes, ears, are all inclined
To badness, and to evil blind.
To badness, and to evil blind,
Tongue, eyes, ears, are all inclined.
'Gainst too free behavior,
Guard the three forever!

Translated from the German by Charles S. Hartwell, Brooklyn.

The Land of Make Believe.

Let us let the little children have the legends and the rest;
Let them keep the glad illusions of the years that are the best;
Let them know the joyous fancies of the mystic fairy-land,
And the wonderful enchantments only they can understand—
For the years are coming to them when they'll sigh, and softly grieve
That they left the realm of childhood in the Land of Make Believe.

In the Land of Make Believe there is a vine that meets the sky,
And Jack goes up and down it—we have seen him, you and I;
There's a winding path that leads us to the hushes of the wood,
And a-many times we've trod it with the quaint Red Ridinghood;
There's a frowning cliff surmounted by a castle grim and grim,
And old Bluebeard lurks within it—you know how we peered at him!

In the Land of Make Believe we used to ramble up and down
To the playing of the Piper in the streets of Hamelin-town;
And we saw the fairy mother make the horses rear and prance
When we rode with Cinderella to the palace for the dance;
And of evenings, you remember, how we saw some one go by,
And we knew it was the Sandman, come to shut each blinking eye!

All the others—how we loved them! How they used to come and play
Till at last they sent a message that they'd come no more, one day,
For they had to leave us lonely with our broken dreams and toys
While they staid behind in childhood with the little girls and boys.
Let us let the children have them, ere the years come when they grieve
That they ever found the highway from the Land of Make Believe!

—W. D. NESBIT in Chicago *Tribune*.

Single-Mindedness.

In the eulogy which Prof. John Dewey, of Chicago university, pronounced upon Colonel Parker he said at the outset: "Our noble and single-minded friend obeyed above most men the scriptural injunction; he lived and labored with his whole mind and whole soul. He was fortunate in the complete identification of his whole being, his whole personality, with the work to which he devoted himself."

If there is one thing from which education suffers it is the lack of self-devotion. There are plenty of teachers to whom the above utterance would not apply. They have surmounted the mechanics of teaching and go no further; there is nothing beyond for them. One such, having attained a primary school principalship expressed profound disappointment, "There is such a wearing monotony that I look forward to the opening of school with positive dread."

Could one say this of a work to which he gave "his whole mind and whole soul?" Assuredly not. How is it that teachers like Colonel Parker find no monotony in teaching? Professor Dewey explains it in the words quoted: by *single-mindedness*.

On a visit paid the Colonel, he was found in his library

where he collected books on education; he aimed, he said, to own every book bearing on education; he liked to open educational papers, declaring that the poorest was worth many times the subscription price. A remark made on this occasion will never be forgotten; it was to the effect that it requires years of study and thought to attain a position where one can look down upon the efforts of man to comprehend himself—for that he defined education. One could feel that this man had identified himself wholly with this effort.

We have spoken of this as "devotion," and have said that it is a lacking element. A person may be conscientious, may insist on lessons being perfectly learned, may keep his pupils in after school, and do many other acts to show that he has determined to give an equivalent for the money received, and yet lack in devotion or single-mindedness. We will cite two cases and let the reader say which of these was the single-minded teacher.

In a town of several thousand inhabitants there was an unusually fine school building; the principal, a college graduate, was a very intelligent man, and held in high esteem; he was also a clergyman and preached in one of the churches. We were shown thru the building and found it in fine order; were told of the classes, the course of study, the chemical apparatus, and the library. There was a good equipment here evidently. We inquired as to the pedagogical state of mind in the faculty. Were teachers' meetings held? If so, what subjects were discussed? Did the people, or any part of them feel an interest in education independent of the results produced in their children, etc.?

The principal was evidently a scholastic educator. That the teachers were possessors of normal school certificates was enough evidence to him of their fitness. "I don't bank much on the New Education; nor on the new-fangled ideas about manual training and nature study. Parents demand that their children shall get so much knowledge in so many years and that's about all there is to it."

Further inquiry brought out the fact that he believed some educational papers were taken, but that the interest in them was not great; as for himself he had no time to read one, nor did he think those who appeared as writers knew more than those who didn't write. His predecessor had started some meetings for discussing educational matters, but the people didn't turn out; as for teachers' meetings he found the women wanted Saturday to fix up their clothes and the only way was to meet on Friday after school when some could attend and some could not.

The impression left upon the visitor was that the educational wheels here creaked and groaned as the machine made its way along. Education was a mechanical affair; the teachers were mechanics; their work did not

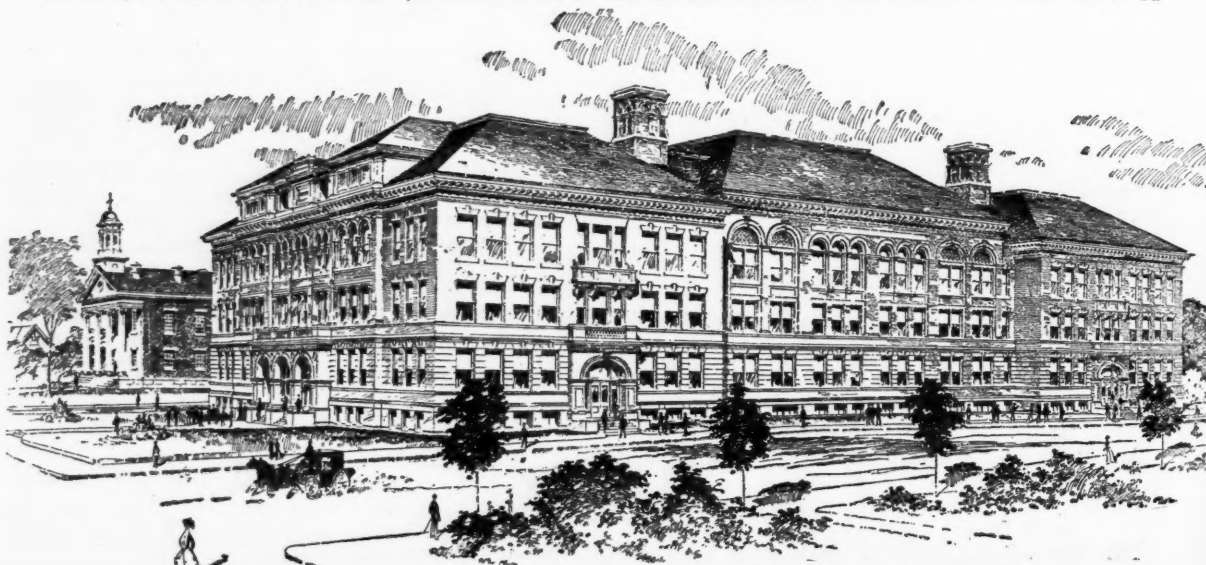
enter into and make a part of the life of the community.

The other town was in the same section of the state, but not quite so large, nor was the main building as pretentious; as in the other the principal of the high school was supervisor of the whole system and yet obliged to teach the entire day. He welcomed any one who took enough interest in education to come and see what was being done in the schools. In a few minutes we felt we were in another atmosphere, the wind no longer came from the east.

They were readers of educational papers there and glad to see one who constructed them, for he must know the world the teacher moved in. A class in reading was referred to by not only the principal, but by two of his assistants. "You must see Miss A.'s class"—no jealousy here. Then, the visitor must meet the teachers after school and give them a "talk." Then, he must look around and make suggestions as to improvement. While looking about, a school official dropped in; it was his weekly visit, he said, and, he added, that he put it on different days and went alone from class to class and made memoranda of things that pleased and displeased him.

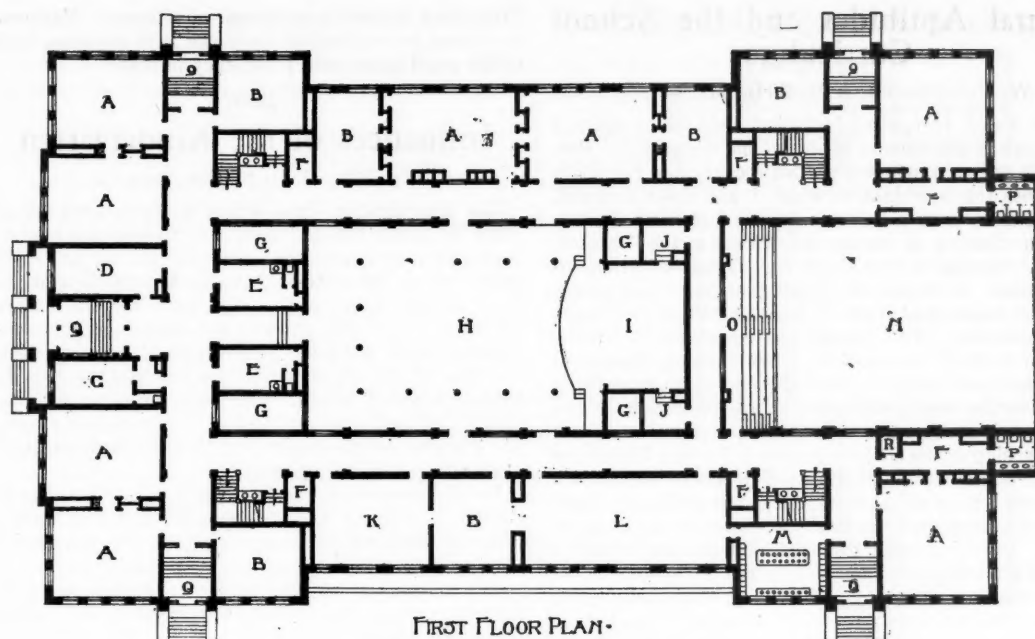
From this man it was learned that the parents had come to take an active interest in the school; that the school board had never visited the school much before, but now they came in often. "It is understood that we can come and go without any attention; we have learned to like to come. This man has got the 'teach' in him; we feel he is perfectly competent and worth a good deal more than we pay him. Teaching is more than a business, it is his life. And he has contrived to get his teachers in the same way of thinking; that was harder than to get hold of the boys. The ministers preach on education; there is an association that meets once a month and a good many attend; the meetings are really interesting. There is a Kindergarten Society, too, that meets at the houses once a fortnight. Our teachers meet on Saturday morning, and I try to be present; Mr. F—— makes out a program for thirty meetings during the year and he expects one of us of the board to take a hand. At the last meeting we discussed 'Incentives'; in fact, at the last three meetings. We had an interesting time over 'Irregular Attendance'—we used to have a great deal of that. I'll tell you what we did. We had a list of those that attended irregularly and divided it into sixteen parts; I took one part; it had seven families in it. I went around and urged these parents to send the pupils regularly; so did other helpers in their districts. It was the thing needed; it worked."

My informant now slipped away with a pleasant nod; his visit had not worried the teachers or pupils. I learned he was a clothing merchant and that he had come to take an unusual interest in the school. "A school board



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Courtesy of the New Bedford Morning Mercury.



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New High School, New Bedford, Mass.

gem," the principal remarked. His measure of the principal was evidently a correct one—he had "teach" in him. We were curious to know whether this was accompanied by the study of educational principles or was a natural enthusiasm. There are certainly four classes: (1) the mechanics; (2) the enthusiasts; (3) the book pedagogs—often the educational mechanic with a pedagogic "attachment;" (4) the pedagogic student, who, having a foundation of principles, puts them into practice, until he comes to teach in accordance with them.

We found there was a pedagogic library and it looked as tho it was in use, too; there were several educational periodicals in covers; and, what we had not seen elsewhere, a scrap-book of "Methods." This was made up of cuttings from such periodicals as were not filed. "We do not cut your publications," he said, "they are too valuable."

Besides these there was a card index to subjects discussed in the library and in the periodicals on file. So that we felt certain this man and his teachers were truly pedagogic, and rightly included in the fourth class. There was whole-hearted devotion to the work being done in schools.

"I will tell you," said the principal, "something about myself. You see I believe in education as a regenerative power. The first thing a good farmer does is to enrich the ground; then he knows that the seed he scatters will grow. Education is a process of enrichment; the mental soil must be dug up. When I began teaching I was like the rest, I did as Mrs. Squeers did; I came round with the daily dose and made them take it. The next year I tried to learn how to make the school as interesting as possible, so I offered prizes. Then I came across *The Teachers' Institute* and read some sharp criticisms of teachers who were doing as I did; somehow, I felt it was right. I was wrong. I set out to know about my business and have kept at it ever since."

Now this is a very brief account of a really wonderful work that was going on in that town; it was but partially appreciated, for this man was not one to blow his own horn, and there was no one to do it for him. We could not but regret that such a work might be properly understood; or rather that education itself might be better comprehended; here, where it was realized so truly. The man in the other town was likely to fare better than this one, as far as the world goes. He got the school before him and by a strong assertive manner drove them before him like a flock of sheep; the other took the lead, went ahead, and encouraged the school to follow.

The former made us think of a British soldier's account of the attack on Quebec. "Did the officers go ahead waving their swords and bid you come after them?" "Not much; they followed behind us, slapping us on our backs with their swords and shouting, '— you pitch into them and give them —; run your bayonets thru them.'"

When we talk about "single-mindedness" we cannot but call to mind that band of men who twenty centuries ago gave themselves to the dissemination of the truth of which they had become the possessors. What if they had lacked devotion? What if they had been satisfied to preach twice each week and draw regular salaries? And is the work of the teacher in the little "red school-house" below theirs? Only if he places it below. His work is just where he places it; his work is in the community at just the value he puts upon it; if he believes in it they will believe in it; if he gives himself wholly to it with self-consecration they will esteem him and it accordingly.



Friend (to the professor, after the fire)—You must have been annoyed greatly by the fire in your rooms.

Professor (quietly)—Not at all. On the contrary, I was remarkably pleased, for the unusual disturbance in my quarters brought to light a book for which I had been searching diligently for more than two years.—*Fliegende Blätter*.

Natural Aptitudes and the School Curriculum.

By M. W. VANDENBURG, A.M., M.D., Mt. Vernon, N. Y.

It is a well recognized fact that endowment plays a great part in the scheme of individual education. Perhaps the very commonness of this recognition has much to do with the oversight of which I am about to speak. For instance, it is a well recognized fact, that there is such an element in human endowment as the "musical faculty," whether it be a single or a compound group of capabilities. It is also recognized that not a few people are born music-deaf, just as truly as certain people are born color-blind. One person can hum correctly an air, or even a whole composition, after hearing it once or twice; another cannot be sure of doing the same thing even after the most patient and thoro application. There are, beyond doubt, some who read this, who could not hum or sing correctly Old Hundred, Yankee Doodle, or any other familiar air, if life itself depended on the performance. Such a feat would be as impossible for them as for the color-blind to learn to paint in oil or water-colors. In either case to insist that the music-deaf or the color-blind pupil shall pursue the same courses of study from beginning to end as their more fortunately endowed fellows, is to proceed on an absurd hypothesis.

Between the child who can hum a tune correctly before it has learned to talk, and the child who can never learn to carry a tune correctly, there are, as a matter of fact, many grades of endowment. Some are capable of becoming fair musicians by careful training; others will not reach even a tolerable proficiency, despite painful effort. All this is too well known to be repeated here, were it not for its application in another direction.

Evidently music should not be required of the totally incapable. It is also open to serious objection whether those who do not show a fair aptitude should be required to spend time and energy where so little result can reasonably be expected. Conservation of time and energy is the desideratum of modern life. The multiplicity of demands upon every active member of society enforces this requirement.

The color-blind and music-deaf must turn their activities into fields that do not require such talents. Their education must be so directed as to make them more proficient in lines to which they are better adapted.

The truth is not so generally recognized that there is a distinct endowment that might be called the mathematical endowment. We recognize it in the pre-eminently endowed mathematical "lightning" calculators, of which an example or two appears every now and again. These are of the same class as the pre-eminently gifted musicians. But the modern scheme of education totally ignores such a thing as defective mathematical endowment.

The same requirements in arithmetic, algebra, geometry, and calculus are laid upon the specially endowed and the specially unendowed. Many a child otherwise bright, is classed among the dunces, because he or she can't learn arithmetic or algebra; when if the truth were recognized, such a child is no more a dunce than the one who cannot learn "to carry a tune." If such as the last were to be enrolled in the dunce class, recruits would be had from every learned pursuit and profession in the land; teachers, preachers, lawyers, doctors, scientists, jurists, artists, journalists, "captains of industry," and so on to the end of the list of places and callings *requiring the best trained minds*. To be a fool in music does not argue a deficiency in other lines of greater importance. To be a fool in mathematics does not argue more or less.

Yet how is this truth recognized in the educational curriculum? Among the "required studies" of every school in the land are, algebra, geometry, and so-called "higher arithmetic."

This is all wrong. It is a grave mistake arising from the failure to recognize an ultimate fact in psychology.

From first to last there is need of reforms. Mathematics cannot be required *in every case* with any more justice to the pupil than can a proficiency in music.

Influences of the Kindergarten.

By SUSIE M. BYRD, San Jose, Cal.

The investigation from which the facts were taken in order to reach the following conclusions was begun in September, 1900, and the work carried on at various times up to the present. As far as possible school official records were used as the basis for the material. The facts concerning esthetic and ethical attitudes were obtained from the joint observations of the experienced teachers of the city school of San Jose and the San Jose Normal Training school. There was no particular aim in view with the observers while the facts were being collected. The process was simply a matter of gathering statistics and not at all of interpretation.

In all there were four hundred papers. Two hundred reports on children who had attended the kindergarten, and two hundred on those who had not attended the kindergarten.

For the sake of convenience in this report we have referred to these as kindergarten children and non-kindergarten children.

The points which have been placed in your hands were observed and comparisons made between the two groups.

It was soon seen that there were marked differences between the records of the boys and the records of the girls, so comparisons were made between kindergarten girls and non-kindergarten girls and kindergarten boys and non-kindergarten boys.

In the seventh grade, the average age of the non-kindergarten girls was thirteen and two-fifths years, of the kindergarten, fourteen years.

In the sixth grade the average age of the non-kindergarten girls was 12½ years and of the kindergarten 13½ years.

The number of times tardy was, non-kindergarten 17, kindergarten 51.

Number of times absent, non-kindergarten 259, kindergarten 221. In justice to the non-kindergarten girls we state that there were two extreme cases of absence, one girl having been absent 33 times and another 25 times.

Number times corporal punishment was received, 1 by a non-kindergarten girl.

75% of the non-kindergarten girls were neat in their work, and 62% of the kindergarten.

Imaginative, non-kindergarten 48%, kindergarten 41%.

68% of the girls who had attended kindergarten were prompt in responding to school tactics, and of those who had not there were 59%.

An equal number were found to be stubborn, or 23% in both cases.

The number that kept step well in line were, non-kindergarten 76%, kindergarten 81%.

Looked up to by other children, non-kindergarten 64%, kindergarten 53%.

Well kept at home, non-kindergarten 94%, kindergarten 92%.

Neat in personal appearance, non-kindergarten 93%, kindergarten 90%.

Likes to sing, non-kindergarten 87%, kindergarten 92%.

Likes to draw, non-kindergarten 85%, kindergarten 81%.

Likes to speak pieces, non-kindergarten 69%, kindergarten 68%.

Appreciates music, non-kindergarten 91%, kindergarten 93%.

The number that appreciated pictures were equal to 95%.

*Read at the Child Study Section of the California Teachers' Association, 1902. The full title was, "Ethical and Esthetic Influences of the Kindergarten upon Public School Pupils."

Generally amenable to school rules, non-kindergarten 93%, kindergarten 95%.

Quarrelsome, non-kindergarten 27%, kindergarten 20%.

Variable in conduct, non-kindergarten 22%, kindergarten 25%.

We find that the girls who had attended kindergarten were at a disadvantage in 13 out of 21 points, and at no advantage in two points.

Of the seven points in which the kindergarten girls were at an advantage three are ethical attitudes and three are esthetic.

The seventh does not classify with these.

ESTHETIC.

Likes to sing 1.
Appreciates music 1.
Keep step in line 1.

ETHICAL.

Amenable to school rules 1.
Quarrelsome 1.
Corporal Punishment 1.

Now, we will compare the kindergarten boys with the non-kindergarten boys.

The average age in the seventh grade was, kindergarten 13½ years, non-kindergarten 14½ years.

In the sixth grade the average age of the kindergarten boys was 12½ years and non-kindergarten 13½ years.

Number of times tardy, kindergarten 70, non-kindergarten 69.

Number of times absent, kindergarten 153, non-kindergarten 380.

Number of times truant 2 by non-kindergarten boy.

Number times corporal punishment was received, kindergarten 6, non-kindergarten 4. Causes, kindergarten disobedience 2, disorder 3, impudence 1. Non-kindergarten, changing note 1, truancy 2, noisy in hall 1.

Appearance of paper or board work, of kindergarten 42% were neat, non-kindergarten 30%.

Imaginative, kindergarten 36%, non-kindergarten 29%.

Prompt in responding to school tactics, kindergarten 57%, non-kindergarten 45%.

Stubborn, kindergarten 30%, non-kindergarten 28%.

Kept step well in line, kindergarten 71%, non-kindergarten 66%.

The numbers looked up to by other children were the same in both or 49%.

Well kept at home, kindergarten 90%, non-kindergarten 86%.

Neat in personal appearance, kindergarten 85%, non-kindergarten 81%.

Likes to sing, kindergarten 67%, non-kindergarten 63%.

Likes to draw, kindergarten 82%, non-kindergarten 73%.

Likes to speak pieces, kindergarten 50%, non-kindergarten 40%.

Appreciates music, kindergarten 82%, non-kindergarten 77%.

Appreciates pictures, kindergarten 84%, non-kindergarten 82%.

Generally amenable to school rules, kindergarten 83%, non-kindergarten 80%.

Quarrelsome, kindergarten 29%, non-kindergarten 27%.

We find that in 17 out of 22 points the boys who had attended the kindergarten were at an advantage.

In one point they had no advantage, and the four in which they were at a disadvantage are ethical attitudes.

Tardiness, corporal punishment, stubbornness, and quarrelsomeness.

We leave these facts with you as indicating on their face the influence of the kindergarten on the ethical and esthetic nature of the child.



Lucy Wharton Drexel has presented to the museum of the University of Pennsylvania six pieces of Graeco-Roman statuary, three heads and a torso of a partly draped woman, statuette in white marble, a torso of a dancer in gray marble, and a small head and upraised arms from a marble statuette of Dionysus, the wine god. Some of these pieces are supposed to be copies of Greek originals made by Roman sculptors.

Teaching Non-English Speaking Pupils.

By Supt. HENRY S. TOWNSEND, Mindanao, P. I.

The following outline of a method has proved valuable in work with children not familiar with the language of the school, and may help others, especially along the lines of nature study and stories.

1. The teacher gives information by presentation of the object or a part of a whole consisting of objects, such as the fruit of a fruit tree or a piece of wood from a valuable timber tree; by pointing out peculiarities he causes the children to see that which might not otherwise attract their attention; he talks of the tree (for instance) from which the fruit or wood specimen is taken, illustrating freely with chalk or colored crayons, in case the tree is not in sight. Drawings made in the presence of the class are better than the same merely presented. In like manner he tells the child all that is not already familiar about the preparation of the article, its uses, etc., as the case may require, giving him opportunity to see for himself as much as possible. The free use of the universal modes of expression, such as modeling, drawing, coloring, making, gesture, acting, etc., is an essential part of this method.

2. The child expresses himself by means of the universal modes—drawing, coloring, modeling, making, etc. His drawings should express his own ideas and not those of his teacher. If he is a perfect artist his drawings, etc., will be no more crude than his ideas. They should be criticised as means of expression and not from the standpoint of art. Their purpose is primarily to reveal to the teacher the child's ideas, and secondarily to develop and fix those ideas. The teacher's criticisms and suggestions should be aimed at the child's ideas as expressed in his drawing and should tend to increased observation and better and more definite ideas. Artistically good drawings made by the children in such work as this are exceedingly suspicious circumstances.

3. In connection with the universal modes of expression the child now begins to express himself in spoken English. In this he will need a good deal of help from the teacher. At this stage, however, he should use every effort to keep himself in the attitude of an assistant and should not be too critical. He has had his innings as indicated in paragraph 1.

4. During the progress of the work as indicated in paragraph 3, the teacher will have written on the blackboard a few words or sentences used by the pupils. These will now serve for a reading lesson. Afterwards they will be copied repeatedly by the pupils, and will thus serve as an exercise in writing and as a lesson in spelling. They should not, however, be used as list for spelling, either oral or written.

5. The child is now ready for an expression of his ideas by means of the universal modes combined with written language. This may take the form of a drawing with the name under it, or it may become an illustrated composition of greater pretensions, as the degree of advancement of the pupil may indicate.

The foregoing method with slight modifications may be adapted to other subjects and lessons. Its foundation principle is that it begins with the universal modes of expression and advances thru them to the conventional—speaking and writing. It proceeds from the known to the unknown, following the order of nature and the plan by which our mothers unconsciously taught us to speak. In addition to the above considerations it is amply justified by the value of all-round expression in mind growth. It is indeed a crude drawing or painting which does not express something which it would be difficult to express in words. And since we fully possess no more than we can express it follows that this all-round expression is necessary to all-round mental growth. These principles are fundamental.

Illustrated Myths in Primary School.

Minerva and Arachne.

By GLADYS WILLIAMS, St. Louis.

In this myth we have Minerva pictured as an avenging goddess, venting her displeasure on the wilful Arachne.

We found that we knew a number of Arachne's in our own little world. At first, when our Minerva pronounced the awful words in her lisping baby way in which she changes Arachne to a spider, many eyes were filled with tears, so real were the words to them. At the crucial moment, when her friends gathered about her imploring her to ask forgiveness, there was always a deathlike silence save the uttered words.

Our Arachnes have always played their part in a truly defiant spirit, but I notice most children like to take any part better than Arachne's rôle—the good having a stronger fascination for the very young, resulting in the honor usually falling to the same little girl, who performed it in a spirited way of her own interpretation.

"Leda and the Swan" was a new story for the children and one which they enjoyed. Minerva and her gift to man was fresh in their minds, but we always reviewed the preceding myth to connect it with the new one, thus forming a series of connected stories or games.

We had real live frolicsome nymphs who really did sport about our lake of fancy in an unconscious playful way that was very fetching. Of course, wood nymphs don't play all the time, so the story of "The Woodman and His Axe" in Emilie Poulsson's book came to our rescue, illustrating that all are put in the world to do some work for others; even wood nymphs who love to play often dive down to the bottom of a pool or lake to get a poor woodman's axe, and, if he is a very good man, they turn it into silver, for they do wonderfully kind things. This pleased the little ones beyond measure. Every girl longed to be a nymph just once, and you may be sure every little heart was satisfied.

After telling the children a number of spider stories about many species, a little boy brought a cigar box, with a piece of window screen nailed over the top and two spiders as prisoners. In a few hours one spider had devoured the other. The next day she had spun a web and laid her eggs in a pretty pink bag. How delighted and happy the children were! She refused to eat the many flies that were offered to her and died in a day or two. The children called our mother spider Arachne. Never had a spider inspired so much attention and interest. One of my little boys peered into the box, saying, feelingly, "Say, Arachne, don't you wish you hadn't been so stuck up?" Some very good oral and written stories were the result of our spider talks.

Minerva and Arachne.

Dramatized by first and second grade children.

Dramatis Personæ.

Arachne.

Minerva, goddess of wisdom.

Arachne's friends—Six children, girls and boys.

Wood nymphs—Five or six little girls.

Position of Performers.

Use one part of the room for Arachne's home; she is seated on a chair, weaving; we used a half-finished Indian blanket on a loom made from a slate. Her friends stand about her chair.

The wood nymphs stay in a far-away part of the room and play about very quietly.

Minerva stays in the dressing-room wearing a long coat belonging to some child (if she hasn't one herself) and a bonnet; when the right time comes she limps in, using a board ruler for a staff.

Children Take Positions.

Recitation by One Child or in Concert.

Arachne was a young girl who could embroider and weave beautifully. Everybody liked to watch Arachne work with her loom or needle. Even the nymphs who love to play about the lakes would stop their play to watch

Arachne weave. (5) She could embroider trees and flowers almost as beautiful as those growing in the gardens.

Arachne's Friends Recite.

Minerva, the goddess of weaving, must be your teacher.

Arachne Recites.

I am my own teacher and Minerva, herself, cannot embroider as beautifully as I can.

Recitation by One Child or in Concert.

Minerva heard Arachne's proud boast. The gods do not like boasting, so Minerva decided to punish her. The goddess appeared before Arachne as an old woman wearing a long black cloak. (2)

Minerva Recites.

My child, your work is beautiful, but Minerva's work is that of a goddess; you are not a goddess and should ask forgiveness of Minerva for your boastful words.

Arachne Recites.

I do not want your advice; I am not afraid of Minerva and will not ask her forgiveness. If she is not afraid let her come and we will each do a piece of embroidery.

Recitation by One Child or in Concert.

As she spoke Minerva (3) dropped her cloak and there stood—a goddess. Her friends were very much surprised and (4) trembled before the glorious Minerva.

Arachne's Friends Recite.

Oh, Arachne, do ask forgiveness for your boastful words.

Arachne Recites.

No, I can embroider better than Minerva.

Recitation by One Child or in Concert.

So each took a loom and needles and (5) sat down to embroider. Arachne embroidered Leda and the swan and many beautiful things.

But Minerva embroidered twelve of the great gods. Neptune with his trident and horse, and herself, with her helmet and shield, showing her gift to man—the olive tree.

All her friends saw that the goddess could embroider better than Arachne.

Minerva felt sorry for Arachne, but felt she must be punished; touching Arachne's forehead she said:

Minerva Recites.

(6) Live, proud, boastful Arachne; you shall be a spider and spin a web in some dark place where no one will see you, to make you remember this lesson.

Recitation by One Child or in Concert.

While Minerva spoke Arachne changed to a spider. (7) If you look at a spider's web you will see how patiently she spins her wonderful web. (8)

Gestures.

1. Nymphs run over to Arachne and watch her at work.

2. Minerva walks like a lame old woman to where Arachne is working and bends over Arachne's work.

3. Minerva lets her cloak and bonnet fall to the floor and stands erect.

4. Her friends and nymphs move away from Arachne, forming a semicircle around her.

5. Minerva takes a loom (another slate); seating herself near Arachne she bends intently over her work, going thru the motions of weaving as Arachne does while the rest recite.

6. Minerva stands before Arachne and touches her forehead with her index finger, changing her to a spider.

7. Arachne sinks to the floor into as small a heap as she possibly can and remains in this position to the end of the story.

8. Children take seats.

Correlation of Lessons.

Reading, writing, spelling from blackboard.

Language—original, oral, and written stories.

Nature lessons—original, oral, and written stories.

My Spider Story.

Drawing—Spider-web on blackboard and paper.

Weaving—Simple and difficult patterns. Kindergartens mats.

The Lesson of Washington.

(A talk to the children of his school given on Washington's birthday, by Prin. Frederick S. Camp, Stamford, Conn.)

We American boys and girls, I fear, have come to look upon George Washington as too great, too noble to inspire us to imitation. To many of us he is as the great American hero of a by-gone age—an American who is thought of as we would of Achilles and Ulysses, and those other old Greeks the reading-books tell about. What an unfortunate thing it would be if our Washington could not enter more deeply into our lives; if we should have to be satisfied with merely admiring his grand, noble, generous, unselfish character, and say to themselves, "He was so good and great that we can only admire; we cannot be like him." Now I believe that there are some ways in which we can be like him, perhaps more ways than you think. Let us see.

What is a great man? Must a man be general of an army to be great? Napoleon Bonaparte was that, and most men say he was the very ablest general that ever lived. But that man was false, and he was selfish. He loved himself more than France. Would you rather have him as your heart's pattern to-day than Washington? Who was greater?

Must a man be a statesman to be great? Alexander Hamilton, Henry Clay, William H. Seward were all statesmen—probably abler statesmen than Washington—so that could not have been the reason why we revere the name of Washington more than their names. John Marshall and Daniel Webster knew more about law than Washington did; Thomas Jefferson and Josiah Quincy had received more education from schools than Washington, and Daniel Boone had received more from God's great forests and His wide out-doors; many a man in Washington's poor, brave little army—men like "Mad Anthony" Wayne and our own old Israel Putnam—were just as brave as he, and that justice may be done, Washington knew that no more intrepid soul was ever born than that misguided, unfortunate man who marched thru Maine to Quebec, only to live in dishonor, while a better than he, James Montgomery, fell dead for the new republic.

Washington was one of the richest men in the nation, but to-day we have men who receive ten times more money every month than all of Washington's fortune. Washington gave largely of his wealth to help the Continental army; but so did that good, generous Robert Morris. But Morris's money was his best gift to his

country; Washington's his poorest. Wealth did not make him great.

No, it was neither generalship, statesmanship, learning, wealth, nor personal bravery alone that made this man the greatest of all Americans. What was the secret of it all? Simply this: character. Some of us saw, not long ago, a large pyramid of blocks erected upon a platform. The blocks were named "temperance," "diligence," "truth," "unselfishness," etc., and the whole pyramid was called "character." Each one of us builds his own character. We build it continually all thru life, and like everything else that is built to stand the winds and storms, the foundation must be broad, strong, secure.

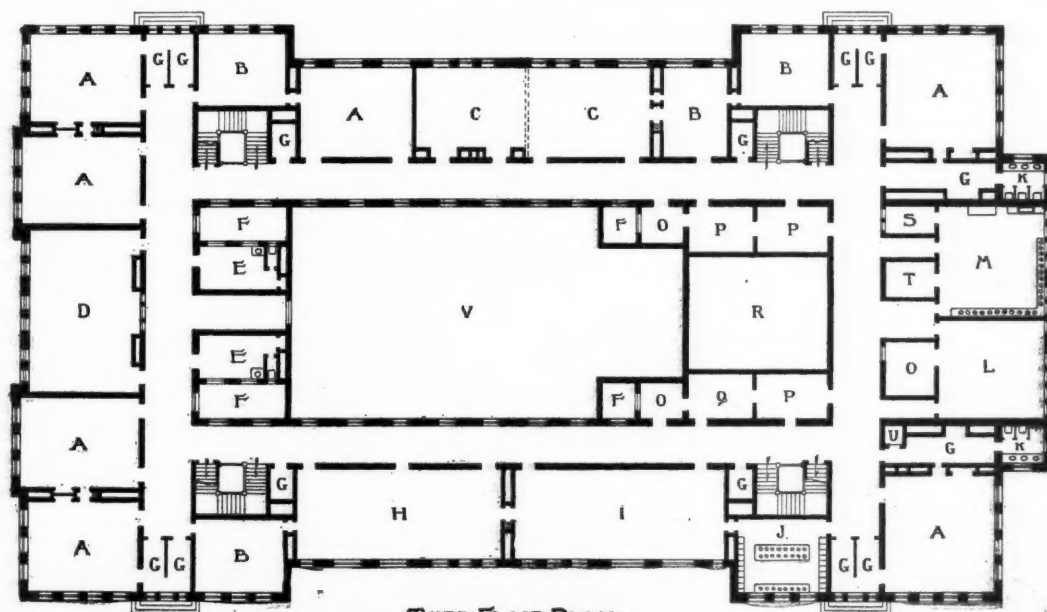
Now I am going to tell you some things about Washington—how he laid his foundation and built his pyramid—how he must have known very early in life, what some of us hear so often in school: that everything has its preparation and its foundation. "Everything that ever happened, happened because something else had happened."

Washington was one of the ablest generals of all time. Had he a strong, competent army, he might have been so honored to-day. Better that it was not so, for a great man is better than a great general. A general must know how to build forts, construct roads and bridges in a hurry, build rafts, and be able to pick out the safest and best locations to place his guns. To do all this he must know how to read; to understand maps; to write—orders to his officers; to figure out "examples" in arithmetic. He must know something about surveying. Washington learned all this, and mind you, he did not have to have the school teacher constantly reminding him of his duties. He learned how trees were felled when he was a boy, so that when he became a young man and made that journey to the far Ohio country he knew how to cut down monster trees. He knew how to have them cut down later, when he led his gallant little army.

He learned, as a young man, how to suffer hardship in winter and spring, so that during that sad winter of blood-stained feet at Valley Forge, he pitied.

He was never poor, and he was never idle. When Howe was in New York and later in Philadelphia, making merry vacation days when he ought to have been attending his school of war-making, our Washington constantly out-witted him. Washington had early learned the habit of being busy.

He did not have so good a chance to learn to spell as you have. He learned his language lessons without a



•THIRD FLOOR PLAN•
New High School, New Bedford, Mass.

teacher—that is to say, every man he heard talk was his teacher. And yet, when he wrote his diary—when he bade farewell to his officers, he had learned our language so well that his words are in almost every school reader to-day. How could this be? Why simply because he knew that one of the blocks to a strong pyramid was this: That everything that is worth doing is worth doing well.

This leads me to tell about one trait that all school children should know: Washington never wrote a page in his diary, in his account-book, in his school-day copy-book that was not clean, clear, neatly arranged, and well penned. I have seen fac-similies of such pages, and if half my boys and girls would do as well *all the time* as Washington did, I believe we could have a school exhibit at the Louisiana Purchase Fair next year. And so, when he became general and president he found it impossible to do anything but *his very best*, all the time.

He was polite—a perfect type of the early Virginia gentleman—a descendant of the old Cavaliers—so that when he was raised to the highest position a grateful nation could give him, he was gentleman enough to converse with kings and princes. He was, in truth, a very king among kings. But he did not learn politeness after he became a man. That block was near the bottom of his pyramid.

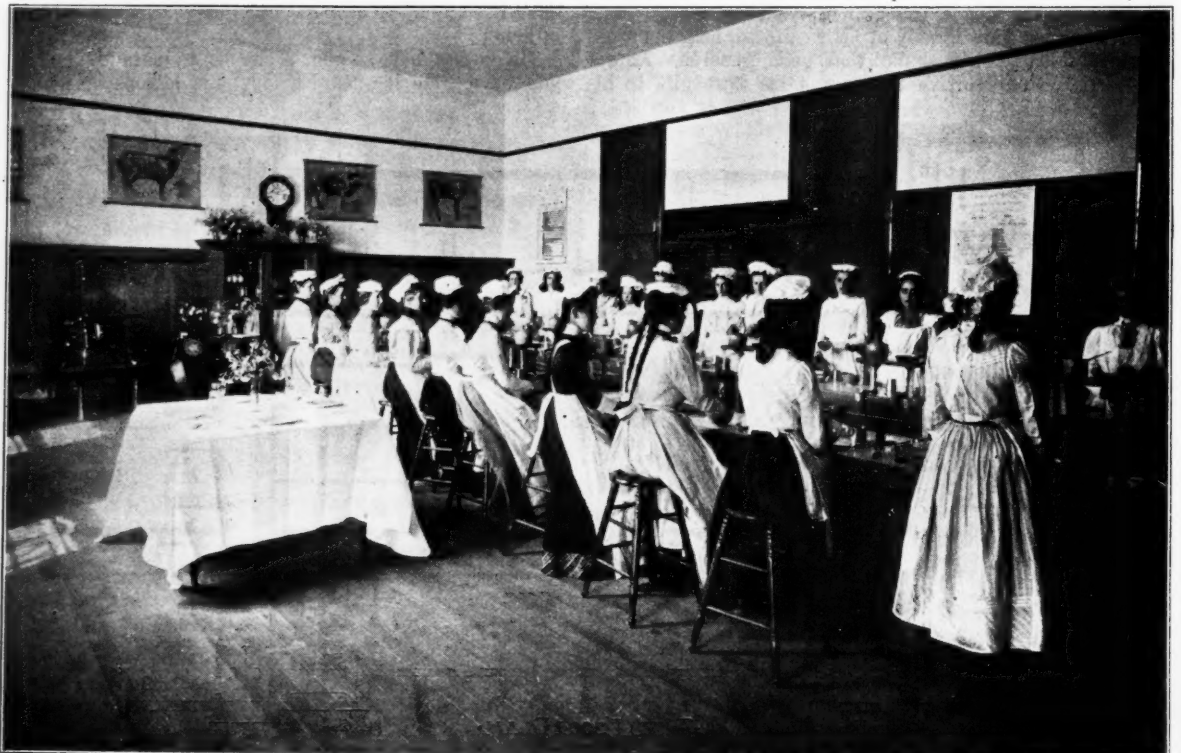
Our Washington was patient! Oh! how patient! and he had great self-control. How many times have I seen a girl or a boy fail in some little thing, and then—not like a man or woman—give up entirely. No more effort, no more interest in the recitation. I have even seen some weep. Suppose, when you feel that way, you think of the man who lost one-third of his army one August day over on Long Island; and then about half of what remained at Fort Washington; and then nearly a half more because a mean, selfish, little soul named Charles Lee refused to follow him. Think of this grand man with a wee, little ragged army and a great big soul that sent many a silent tear down his noble cheek—think of him, heart-sore, troubled, plotted against by bad men, think of him how he gave up, not his perseverance, but his little army's bullets at Trenton and Princeton. Can't we be Americans even in little things? Is it the American way to give up?

Sometimes you go to your teacher—a very few, and

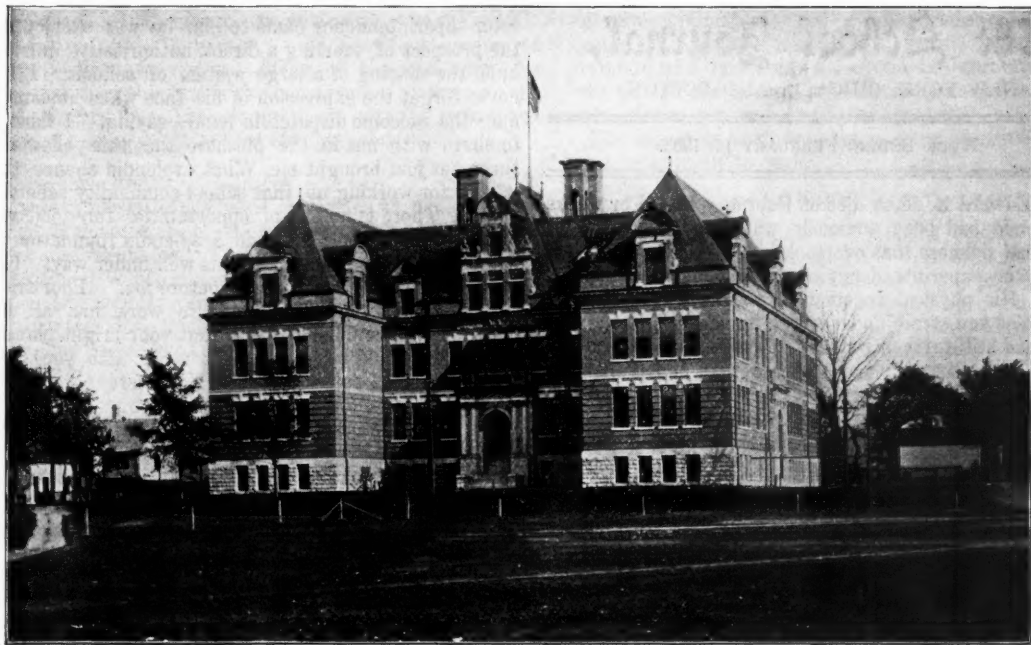
fewer every month, I am glad to say—you go to your teacher and complain of some schoolmate. Some one has hit you, you think, if not with his fist, then with her naughty tongue. Every school has its Conway "Cabal," Club societies, even Sunday-schools do sometimes. Once in a while we have to have a Charles Lee or a Horatio Gates in a school to find out who our George Washingtons are. What example has Washington set us? Why, he simply set his firm lips tight shut, and like a great, strong mastiff, did not even so much as bark at the crowd of little yellow dogs who howled at his heels. He paid no attention to their jealous anger. He just minded his own business, and minded it as well as he knew how. Now remember this: pretty soon the little yellow dogs became tired of barking. Lincoln learned this lesson. Who knows but that he learned some of it from Washington.

Sympathy, you know, does not always mean feeling sorry for another's misfortune. It means more than that, and I think better than that: It means feeling glad for another's good fortune. Some day, when you become older, you will know that you can't feel glad because your friend is glad, unless you're truly unselfish. If there ever lived a man more unselfish, more thoughtful of others than of himself, more glad when his countrymen were glad, more sad when his countrymen were despondent, than George Washington, it could have been but one other—Abraham Lincoln.

Many a story is told of Washington at Valley Forge—how his great heart welled up into his eye in pity—pity at the poor, hungry soldiers, themselves so majestically unselfish, who like their leader, were patient, brave, and courageous, as they waited for the good turn of war-luck that seemed so far in the future. We are told how, once or twice, he, the great, sad general stooped to comfort a suffering soldier. Whether he did or not, we know from his letters how his heart went out toward them. How could such brave men be men, and not love such a leader? You know how that good, cross, old Dutchman, Baron Steuben, had to scold them into being good soldiers, and how those same good soldiers, ragged and forlorn, went forth to all but win the fight at Monmouth. Could we blame them so much had they become faint-hearted? They might have done so with another com-



Cookery Room at Norwood Street School, Los Angeles, Cal.—James A. Foshay, Superintendent.



High School, Pittsfield, Mass. Eugene Bouton, Superintendent.

mander. But every man knew that there was one as unselfish as they, as kind, as sympathetic, and more noble than any—their commanding general. Unselfishness is like sunshine—it spreads from one point everywhere, over all. Sympathy is like sunshine—it gives warmth from one point, radiating everywhere. And unselfishness and sympathy, can we not have them? Who knows but that we may need them some day, like Washington.

Most men are ambitious to rise higher and higher, and this is almost always a good thing. But if we try to pull some one else off the ladder so we can climb into his place, it is not a good thing. That was Napoleon's way, not Washington's. When the people, 4,000,000, came to Washington as one man and asked him to be their first president under the constitution, he did not wish to go. He wished to stay at his old Mt. Vernon home, there to manage his plantation, to live a quiet life. We call such a man as that a modest man. Perhaps he thought John Jay, or James Madison, or Alexander Hamilton could do just as well as he, because he was a modest man. You know some people are not so modest.

Nevertheless, he went. Are there not lessons here? Just as in the old days of Gov. Dinwiddie, when, learning how to be a man he knew that two calls to duty were one too many, and went to the Western country to talk to the French governor. So now, older than then, and longing for a quiet life, owing his country nothing more of time or work, he nevertheless went. Is it not possible for us, if we begin now, to see our little duties and do them? You may some day be called upon for larger things—you not only may, but will be. Do you intend to be ready?

One thing more. We may or may not believe that story of the cherry-tree. It doesn't make any difference whether we do or not. But one grand thing stands out to top the noble pyramid of Washington—the apex of it all—and that is courage. I did not say truth, did I? No, because if you have courage—courage, not physical bravery—you cannot possibly deceive.

There are so many ways of telling lies, and it is so disagreeable to talk about, that I would rather talk about courage. Washington's courage was the grandest trait he had. He cared nothing about malicious talk against him; he dared at all times to tell the truth about himself. You know that you—each one of you—are after all the hardest fellow to tell the *real* truth about.

You know how Washington was offered the crown, it is said. He was modest and courageous. He had no very bad self to conquer, so how could there be but one

answer? He refused. Don't you suppose he had temptations, far stronger than any you have had? But he had courage. Don't you suppose many, many times he wanted to give up, resign from the army and go home? But he never intended to do anything but do his very best for his country and its liberty. He had courage. We read that early in the war the British sought to give him money to resign his position. He didn't want such money. He had something better—courage.

Now let us go over some great characteristics of our first president. He was diligent, painstaking, patient, sympathetic, unselfish, brave, wise, modest, dutiful, polite, true, and courageous. Think of so many noble traits! And the best part of it is, that we can prove that he was that kind of a man. We know it. *Now* can you see why we call him a great man?

We have 400 or more children in this school. Suppose each of you 400 were to add, say only two of these twelve blocks to your pyramid each year. Now multiply these 800 new blocks by ten for the ten schools in town—8,000. Multiply that by the number of towns in the state—in the country. And then stop to think of the other blocks you could be adding as the years go on. What a really grand, noble nation—almost all George Washingtons—we could become if each one of us would but think what February 22 means.

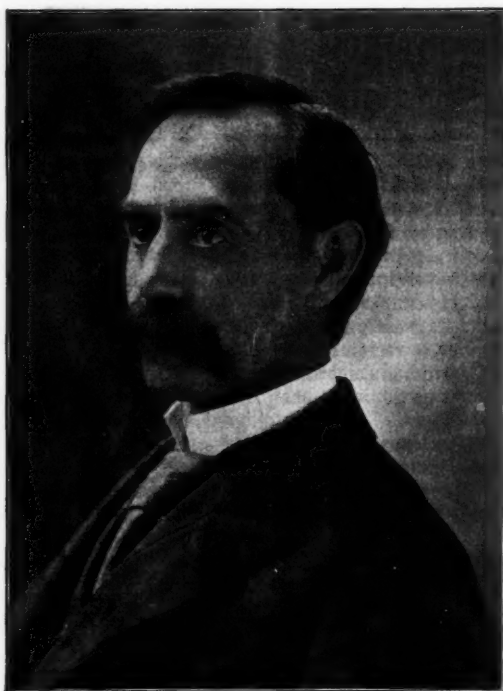
The lesson for us all is not to grasp a gun and join the army, but to do our duty, whether it calls us into an army or into a workshop; it is not that we should prepare ourselves to be statesmen, or public speakers, or farmers, so much as we should prepare ourselves to be American men and women—first of all to be men, manly; and women, womanly—then to be Americans. For every piece of work well done, you are that much more of a patriot, as Washington was at his copy-book. For every kind and polite act, you are that much the better citizen, as Washington was. For every effort at perseverance—for every hard march after a Long Island defeat—you are that much nearer some victorious Trenton, a better patriot. For every courageous truth spoken, for every courageous act of kindness and patience, you have done good to *your* army about you, your friends, and to yourself. You have acted the patriot. The good, true man who works, uplifts his country. The ignorant, lazy man drags it down. The farmer in his field, the boy over his books—all who give to their country, whether of brains or brawn, gold or good deeds, are patriots. That is the lesson of the greatest giver, and *therefore* the greatest man, our country has ever honored.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING FEBRUARY 14, 1903.

Dr. Edward R. Shaw died on February 11. For weeks his friends had been anxiously watching the course of the dread sickness that overtook him soon after his election to the superintendency of the schools of Rochester, N. Y. His physical constitution was never very strong, and the severe strain under which he labored in the last years had still further reduced his chances of recovery from the malignant heart disease that ended his life. After a public burial service at the First Presbyterian church, at Yonkers, on Friday, February 13, the body is to be taken for interment to Bellport, the pleasant Long Island village that was his birthplace and where he had his home.



Dr. Shaw's whole life was consecrated to teaching. From early boyhood his highest interests were occupied with school work and the development of the educational welfare of children. He taught in the country schools, was principal of the high school at Yonkers, N. Y., served as college and university professor, organized and supervised an experimental school, conducted teachers' institutes, lectured on educational subjects before professional and general audiences, wrote and edited school books, and made valuable contributions to American pedagogical literature.

Yet all of his many-sided activity was confined to the field of education. So strong were his teaching instinct and his passion for direct contact with the problems of the school-room that not long since he seriously conferred with the writer concerning the wisdom of his accepting a place as principal of the two-grade village school of his native town. He felt sure that by writing and lecturing he could add sufficiently to the scanty income the position offered to justify the step from the purely material side. His chief consideration was the wonderful opportunity he saw for demonstrating what a country school might be made.

When the telegraphic news of his election to the Roch-

ester superintendency came to him he was overjoyed at the prospect of exerting a direct, authoritative influence upon the shaping of a large system of schools. I shall never forget the expression of his face when he came to me—the welcome dispatch in hand—saying, "I want you to share with me in the pleasure that this yellow news sheet has just brought me. What splendid chance there will be for working up that school community scheme of yours! There is no end of opportunities for good work of all sorts. Gilbert has laid a splendid foundation and has gotten many needful reforms well under way. I feel that my great life work is now before me." Poor friend! little you knew that your great life work had all been done. Little could you realize that your bright plans for the future would be so soon laid away with you! And yet, why shall I call you poor? You were permitted to do a great work for American education. Tho your last years were sore beset with trials and perplexities and sorrows, yet, take it all in all, it was a complete life. The cause of education has profited by it and the school life of childhood has been permanently enriched by it.

Dr. Shaw was an enthusiast, and readily attached himself to an idea, a plan, or a person that deeply appealed to him. If there were disappointments because of the brevity of some of these attachments, it should also be remembered that this quality drew from him some of the highest services he has rendered to pedagogy. He was as human in his failings in this direction as was Pestalozzi.

His professional hero, whom he worshipped for many years, was a German educator whose very name had probably never been seen or heard by any American teacher, the Jenensian Heusinger. The pedagogical creed of Heusinger, announced in 1797, which made manual, or rather motor, training the foundation principle of child education, completely won Dr. Shaw's admiration, and everywhere he proclaimed the importance of motor activity. When he organized the private school which served as his educational experiment station, he named it the Heusinger school, in honor of the Jena professor who seemed most fully to express the pedagogical convictions he held at that time.

It was his enthusiasm that stirred Dr. Shaw to work with all the fervor and strength of his mind for the development of the idea that gave to the world the first real university school of pedagogy. Without him the plan could probably not have been made acceptable to the authorities of a university. It was he who won for the school the respect of the educational leaders. It was he who gave dignity to the organization, the work, and the degrees of the institution. The importance of his pioneer work in this particular field is not at present as generally realized as some day it must be when the perspective of history is applied.

It was his enthusiasm which coaxed from him many weary hours and days and years of study and research to establish correct standards of school hygiene. The book in which he summarized the results of this work in this particular department won him the highest encomiums of educators and specialists in hygiene, and is to-day the best treatise on the subject in the English language. Had he left to the world nothing but this one work, his right to be numbered among the benefactors of the race would still have been securely founded. Aside from this and his school-books, of which there is a considerable number, Dr. Shaw published several manuals for teachers, among which the "National Question Book" is perhaps the best known. He also founded a society for the Comparative Study of Pedagogy, under whose auspices appeared a translation of Ostermann's famous monograph on "Interest as Related to Education."

Truly a life filled with work for the good of mankind.

Dr. Shaw leaves behind him a wife who thru all the years of his educational labors shared with him in the burdens and successes. His parents and several brothers and sisters survive him.

"College athletics, properly conducted, are an important feature of a university," says President James, of Northwestern university. "One of the first steps we have taken in this line is the construction and equipment of a gymnasium. The alumni have already begun the work of raising \$200,000 for this purpose.

The department of political economy of the Johns Hopkins university has recently decided to make an exhaustive investigation of American trades unions, their work and its effects. The Baltimore branch of the International Typographical Union has taken steps toward aiding this investigation. The officers of the local union will furnish the students access to all documents and records they may desire to examine in their researches, and the members have been requested to send to the university authorities data such as trade agreements, and the constitutions, resolutions, and all other documents bearing upon the birth and development of American trades unionism.

For what should a boy not be educated? This is indeed a question. Edward Everett Hale says: "Not to be policemen or letter-carriers." But why not? A policeman may be a most respectable man; we know several such and could probably find a great many more. If they do not always come up to the moral standard of the average man, it is due to some fault of our democratic institutions. As for the letter-carrier: we greet him every day with a feeling of sincere esteem.

The teacher cannot but be anxious for his pupils to do well in life; to help them to do so is one of his chief purposes. But only one out of seven or eight million boys now in school will be a president in 1904; the rest must have occupations that will give them a livelihood.

Good men have been known to refuse to send their sons to college because they feared the sons would despise their father's calling. They insist that the right course is to put their sons into the shops at fourteen so that they may learn the drudgery of it, yet not disdain it. Nine-tenths of the boys now in school will have their calling decided for them in this or a similar way. Then why not make them policemen or letter-carriers? In both classes there are, as we have seen, honest men; both are well paid; and surely there are harder kinds of work than inducing people to behave themselves, or than delivering letters.

The scope of the Western agricultural colleges is being constantly extended. Minnesota has undertaken lately the establishment of a flouring mill in connection with the state school of agriculture. It is the intention to carry on experiments to show what wheat makes the most digestible as well as the most nutritious flour.

A recent decree of the government of Mexico makes the teaching of the English language compulsory in all the schools of the state.

A novel subject was discussed at the Wisconsin educational meeting. It was essentially whether a college should receive money without considering the way it is obtained by the giver. It was understood to question the gifts to the Chicago university by Mr. Rockefeller.

This opens a wide subject. A good deal of money was raised in New York state by a lottery and given to educational purposes. Twelve millions are derived from saloon tax, and part of this goes to the schools.

That the Standard Oil Company raised the price of oil when coal became scarce is a legitimate transaction, as far as we can see. No teacher but would charge more for his services if he could get it. Mr. Armour is credited with making a "corner" in wheat about these days. That Armour institute will hesitate to receive the part it may get out of this corner is quite unlikely.

We think the money in all these cases is clean enough. The real question lies not with the college or university to settle, it is the public conscience that must be made

sensitive. Ninety-nine out of a hundred say, "Get more money." A school trustee was heard commending a graduate who had made a fortune in "cornering" lumber; he told the graduating class they must "keep their eyes skinned for chances to make money."

The money is clean, we say; it is the human heart that must be brought to book.

Morals Above Economics.

Pres. Henry Hopkins, of Williams college, recently said in an address before the New York alumni of that institution: "I believe that it should be the primal purpose of all education to induce the motive of becoming rather of than getting. The mastery of the physical forces is an impressive spectacle, the most impressive of our time, and it does not belong to any one to belittle the triumph of science at the beginning of this twentieth century. But the emergency is upon us and our generation, whether these great forces are to rule us or we them. Let us have economics, but let us not forget that the recognition of moral values is of more importance than anything else."

The Gain of Going to College.

Pres. William Jewett Tucker, of Dartmouth college, said at the recent reunion of the alumni of that institution in New York city:

"Modern education has two functions—the adequate training of men and the widening of their knowledge and service. This widening of knowledge is the basis of our present prosperity. It takes more time to live well in this world than it used to take. The world grows more mature and men have to progress toward greater maturity. It is a sign of civilization that men are patient and take time to accomplish results. The college spirit of patience, true self-control, steady determination, enables a man, when he meets substantial advancement, to be able to control it, and not be overcome by it."

Speaking of the proposed granting of the degree of bachelor of arts after two years' study, Dr. Tucker said that time was not by any means wasted in the pursuance of the present four-year course, except by those men who would waste time under any other conditions. He strongly protested against the degradation of the degree that precedes that of the technical training. "What value would it have," he asked, "to a man if it were lowered to suit his convenience? There are certain standards of value in education as well as in other things. The A. B. degree stands for all too many who receive no other degree. To-day a small percentage of men who receive their A. B. go into the professions. More and more of them are entering a business life, and these men have their rights. I urge in the interests of education that in all this confusion we keep our minds clear and be watchful of the standards of value in the substantial training of the man."

Strenuous Talk.

The Rev. Simon John McPherson, headmaster of the Lawrenceville, N. J., preparatory school, made a rather strenuous address before the Presbyterian Social Union of Philadelphia, on January 26. The most interesting of his utterances are as follows:

"I would rather have one student killed occasionally in a game of football than have all the boys rot to death in college. The boy must develop physically, spiritually, and intellectually. I don't believe in those persons who decry football. Such talk is all bosh. I am in favor of football with all my heart, even if there are broken legs, sprained ankles, and bumped heads. The intellectual life should be as strenuous as it can be. The spiritual life is not a water-tight compartment. It should take in everything or nothing."

The Greatness of the Small.

A new club, called the "Pewee," has been organized at Yale. Its members are picked for their physical smallness and its aim is to set forth the advantages of

lack of size and to call the attention of people in general to the deeds done by small men, such as Napoleon and Grant. Scientific research of complicated questions in natural history and science on matters relating to the undersized human being and animal will be attempted. Its first discussion will be on "Traits and Peculiarities of the Pygmies in South Africa." A measurement of less than five feet three inches is necessary for membership.

Endurance Tests.

Dr. Dudley A. Sargent, director of the Hemenway gymnasium, at Harvard, and one of the best known physical authorities in the country, has just completed a new and original strength test which promises to revolutionize modern methods of physical development. This strength test has one fundamental principle, the substitution of speed and endurance for mere brute force.

Dr. Sargent claims that the prevailing method does not test the heart and lungs sufficiently, and by its dependence upon the strength of small groups of muscles makes the danger of straining very great. The necessity of holding one's breath in the old system is extremely dangerous inasmuch as it causes increased blood pressure. The new system consists of six exercises, which must be completed in thirty minutes, thus placing a premium on speed as well as on endurance.

Normal Extension.

The opinion expressed by THE JOURNAL that the whole work of preparing teachers should be under the direction of the normal schools, is now attracting attention. In Chicago a series of normal extension courses have been established under the direction of the city normal school, and 1,000 teachers have been enrolled and are pursuing studies under the direction of educational specialists. This movement will surely extend.

But the whole preparatory work of the teachers of a state should be centered in the normal schools of the state. For instance, the needed number of summer schools should be located conveniently; sometimes one for each county, or one for two counties, and a course of studies, pursued for four or six weeks, under the direction of the faculties of the normal schools. These should be real schools, preparing those who have never taught, and advancing those who have taught.

The teachers' institutes have done a good work, but the teachers need a special preparation that is beyond them. If normal schools are needed to prepare the higher class of teachers, they are also needed to prepare the lower class. Fifty years ago they were seen to be indispensable to make the advance demanded; but there is as poor teaching still in the rural schools as there was in 1850. Young men and women will not go to the normal school; that must be brought to them.

Fortify the system against disease by purifying and enriching the blood—in other words, take Hood's Sarsaparilla.

THE SCHOOL JOURNAL,

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 32nd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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THE SCHOOL JOURNAL is entered as second class matter at the N.Y. Post Office

A High, but Just Standard.

The following were the questions propounded in the science of education at the last examination for license as first assistant teacher of mathematics in New York city high schools:

1. (a) State, with reasons, what you consider to be the educational value of mathematical study. (3)

(b) Discuss and criticize the following excerpt, reinforcing your arguments with illustrations and examples: (4)

"Mathematics does not teach us how to observe, how to generalize, how to classify. It does not teach us the prime art of defining by the examination of particular things. It guards us against some of the snares of language, but not all; it is no aid when statements and arguments are perplexed by verbiage, contortions, inversions, or ellipses. It is not the same as syllogism in logic, and it is not in any sense a substitute for logic, altho it is a valuable adjunct. The too exclusive devotion to it gives a wrong bias of mind respecting truth generally; and, historically, it has introduced serious errors into philosophy and general thinking."—Bain, "Education as a Science."

(2) (a) Speaking of factoring such expressions as $6x^2 + 17x + 12$, D. E. Smith says: "It is needless to say that the cut-and-try method often given, of taking all possible factors of $6x^2$ and of 12 and guessing at the proper combination, has little to recommend it." Illustrate two other methods of factoring such expressions, and discuss the advantages of each from a pedagogical point of view. (4)

(b) Discuss the following:

"The teacher and the pupil are to co-operate in reconstructing the subject (geometry) for themselves. This is best accomplished by questioning without the use of a textbook containing the definitions, solutions, and demonstrations." (3)

3. Name the chief contribution to mathematics of each of the following: Descartes, Leibnitz, Vieta, J. Bernoulli, Napier, Riemann, Poncelet, Sir William Hamilton. (4)

4. "Rousseau, in his 'Emile,' tells us that we should teach a child geometry by causing him to measure and compare figures by superposition. While a child was yet incapable of general reasoning, this would doubtless be an instructive exercise; but it never could teach geometry, nor prove the truth of any one proposition."—Jevons, "Principles of Science."

"That the sum of the three angles of a triangle is two right angles, can be proved in the concrete; just as we can prove that six times four is twenty-four. It would be a mistake, however, to suppose that the experimental proof of propositions by cutting and folding cards is either geometry or a preparation for entering on the march of Euclid, or of any other system of geometry conceived in the scientific form."—Bain.

Explain, with reasons, why the experimental proof is not scientific. (6)

5. "The aim of education is world-building, the construction, in the child's consciousness, of such a world as shall furnish him with motives to live an enlightened, kindly, helpful, and noble social life, a life not stagnant, but ever advancing. The first condition of all truly moral, reason-guided life is a true world-view; for reason is nothing but the order of the world, and moral life is a life in accordance with that order."—Davidson, "History of Education."

"The (higher) aim of education is 'to qualify the human being for the free and full use of all the faculties implanted by the Creator, and to direct all these faculties toward the perfection of the whole being of man, that he may be enabled to act in his peculiar station as an instrument of that All-wise and Almighty Power that has called him into life.'"—Pestalozzi.

Characterize, as far as the quotation allows, the standpoint of each of the above writers with reference to a fundamental question in (a) psychology; (b) sociology. (6)

The Colombian Treaty.

The canal treaty now before the senate, will be made between the United States and Dr. J. M. Marroquin, the present executive of Colombia. True, he became the executive by a *coup d'etat*, but as he is the head he must be and is recognized by all governments. When the treaty is made, Marroquin and his party will pocket the ten millions. In case his government is overthrown after the treaty is adopted, the United States can still compel Colombia to fulfill its stipulations.

Since 1884, Colombia has been the scene of numerous revolutions. In 1886, Dr. R. Nunez engineered an uprising as a result of which the United States of Colombia became the Republic of Colombia, with a constitution. In 1898, Sanclemente was elected president, and Marro-

quin, vice-president. In October of the following year, the liberals rose against Sanclemente, and a civil war ensued. Shortly after, Marroquin himself engineered a rebellion and secured the presidency of the Colombian republic. Since then, he has governed continually and without a congress.

Will correspondents please place thoughts, letters, editorials (suggested), notices, &c., on a *separate* sheet from the personal or business matter. These are often mixed. Time does not permit the copying of them off and so precious things are lost. A subscriber in December began a letter, "I enclose \$2.00 for," &c. This took three or four lines; then he began to tell of an experiment in spelling, wrote on both sides of the paper, and finished by saying, "THE JOURNAL grows better every number."

The first we wanted, of course; the second we could have used; the third was most grateful and might have been well added to the first part. To keep an account of the money the letter went to the subscription clerk; having duly entered on his list that THE JOURNAL was paid for for another year, he endorsed it in red ink, and placed it in a box marked with the initial of the subscriber's name; it was filed away under that letter. Now a letter comes from J. P. G. complaining that we undervalue his labor and kindness.

Therefore write on one side and keep educational matters separate.

Prof. Thomas D. Seymour, head of the Greek department at Yale, is to make extended researches in Greece. He proposes to investigate the historical sites in the Peloponnesus, Ithaca, and Delphi, in addition to a trip among the Greek islands.

The pope has assured Mgr. O'Connell of his personal support for the Catholic university at Washington, and all efforts to further Catholic studies in the United States.

LONDON, ENGLAND.—The royal commission, appointed to inquire into the Irish university question, will probably report in favor of the development of the existing colleges and will not propose the establishment of a new Roman Catholic university.

Princeton university has accepted the offer of the descendants of Elias Boudinot, one of the early trustees and benefactors of Princeton, to place a tablet in his honor in Nassau hall. The tablet will contain a profile of Boudinot and an inscription.

Elias Boudinot studied law at Princeton. He was made a trustee when he was twenty-five years old, and held that office thru the administration of four presidents. He presided over the Continental Congress held in Princeton, and signed the treaty of peace with England. Later he was a member of Congress.

The Carnation league of America began the custom of wearing carnations on January 29, the birthday of the late President, William McKinley. One plan adopted to make this custom as general as possible is by asking the principals and teachers in the public schools of the country to remind their pupils of the day and the significance of wearing the flower. This seems a fitting tribute to our martyred president and worthy of encouragement.

The plans of Architect Albert Kelsey, of Philadelphia, have been accepted by the Chautauqua Assembly, for the reconstruction of Chautauqua. These plans call for radical improvements which will eventually call for the expenditure of \$3,000,000. Preliminary plans have been drawn for a new hall of philosophy. It will resemble the Parthenon in more than one particular and its interior will be constructed almost wholly of marble. A new system of drainage is to be installed at once.

Letters.

The Editing Craze.

This age, whatever may be its chronological limits, has been called an age of iron, an age of steel, an age of rapid transit, and an age of expansion. But this enumeration of epithets does not exhaust the number that may be applied to it; in educational work this age may likewise be called an age of publishing, an age of editing, and an age of educational crutches. Some of these business phases of education have so engrossed public attention that they have virtually become a craze.

Probably the greatest craze in the publishing business to-day is the editing of the texts of the classics, especially of the English classics. The editing of these texts has become almost worse than a craze. The number of these expurgated, annotated, and emended editions is legion and their accumulation on the book market is a veritable nuisance. The different editions of Shakespeare that are published every year would alone make a long list, to say nothing of the many editions of other classics. Too many people seem to think, like Lord Byron,

"I, too, can scrawl;"

and that

"'Tis pleasant, sure, to see one's name in print;"

The desire to see one's name in print has been the cause of throwing upon the world an unwarrantable amount of literary (?) trash.

It has become exceedingly customary for almost every instructor to edit the text of any classic he may be teaching. He may have a pet theory as to how the subject should be taught. But it may not occur to him that every teacher has his own method; he may adopt a few, a very few, of the general principles of other instructors, but his method, in the main, must be his own if he is to be anything more than a mere machine. One might just as well think of adopting the style of a great author as to adopt the method of another instructor in its entirety. Or, this editing instructor may think that he has his new facts concerning the author's life and a new clue to his art. It is very seldom that he has. It is not very gratifying to open an edited text of one of Shakespeare's plays and find in the introduction that the editor laments the fact that so little is known about Shakespeare's life and then fills ever so many pages with the most absurd and extravagant theories and suppositions concerning him. People ought to be fined for continuing to write about Shakespeare, especially for trying to say something new about him. Lowell apologized for writing about him; that was well-nigh forty years ago; apologies should no longer be accepted. And, again, the editor may have an idea that the text has not been fully explained, or that the author's ideas do not agree with his; so he amends the text by reading some of his own thoughts into it. The customary thing to do, is, of course, to edit the text. For doing this he just as often receives a roasting criticism or cold and formal praise from a person to whom the publishers have sent a copy of the book to be reviewed.

The many publishing houses are also the cause of increasing the number of these edited texts. Of course, they must have something to print; so they send invitations to teachers all over the country asking them to contribute to an edition of some authors' works by editing some of them. After this edition has ceased to attract the attention of the public by its bewitching title and after its novelty in teaching the subject has exploded, another forthcoming edition with a still more fanciful title is announced.

Let it be distinctly understood, however, that this does not mean that the English classics do not need editing. These edited texts have done much to spread the desire for good literature. And there is still room for good, scholarly, systematic, and discriminating editing. There is entirely too much editing done, and two-thirds of what

is done is puny, childish, and unscholarly. There is surely not much editing needed in a work like Irving's "Sketch-book," and yet, one finds editions with elaborate annotations. One is not impressed with a sense of scholarship in picking up an annotated copy of "The Lady of the Lake" to find that in the notes that "the Seine is the river that flows thru Paris, France," and not to find a word of explanation about the historical allusion in this same passage:

"when first thy rein
I slack'd upon the banks of Seine."

Equally childish is it to be told that "brooch" means a breastpin, and that the "raven" is a bird like the crow. Children who are supposed to be able to read and appreciate the "Lady of the Lake" should know the meaning of such words, and if they do not they should quickly learn where to find the meaning. And what is the most provoking of all is that, wherever a very difficult passage occurs in the text, not a word of explanation is given in the notes.

The edited texts of some of the English classics are occasionally so emendated and expurgated that they suffer painful distortion. This is especially true of Shakespeare's works, and equally true is it that his works should be expurgated for mixed classes, but many passages are discarded that are harmless; affectation, superficial culture, and an assumed sense of modesty find fault with many passages that common sense might let pass by in silence. The great poet, himself, says that nothing is good or bad but thinking makes it so. But the society (or "sassiati"?) which retires instead of goes to bed, which rises instead of gets up, and which begins to refuse to call even the legs of a table *legs*, but *limbs*, will be offended at many an innocent passage because superficial culture and affectation have decided that such passages are not "nice;" they are "inelegant" English. To talk of the legs of a table, how shocking!

Woe worth the tongue, woe worth the taste
That calls such sense and English unchaste.

Somebody is suffering from this indiscriminate editing and that is the pupils. They should be urged to look up more things for themselves, to rely a little more on their own resources. This should not necessarily be difficult for them; histories, histories of literature, encyclopædias, reference-books, and dictionaries are plentiful and cheap. It is not to be expected that the average pupil should do any independent thinking—very few people do anything of the kind—or to make original investigations of which one hears so much. But a little consistent thinking and a little more self-reliance would surely do the pupils no harm; but pupils are not expected to be able even to do anything for themselves the way things are "dished up" for them. They do not learn how to find things; they do not learn where to look for them; they do not become acquainted with books as they ought. They should learn how to use books as a means of instruction, discipline, and culture. At the present time this system of elaborate editing tabulates for them all the possible facts and the slightest information; all they need to do is to cram. No wonder pupils are so often cramming machines; they are not expected to develop and to cultivate any taste of their own. But just as little as the road to health is paved with broken sarsaparilla bottles so little is the road to a cultured appreciation of what is finest, best, and noblest in literature paved with annotated texts and so-called "studies." There is too much reading about literature and not enough literature itself; the straining after novelty and effect and the haste with which everything must be pursued will no longer permit people to read and re-read an author until he has become a

part of them and until they can think his thoughts after him. But then, one should not forget that this is also an age of "prepared things." You can obtain anything you want and have it "done up" in the most approved and convenient style; you are offered wonderful substitutes for the good old supporters of life. And not the least pernicious of these "prepared things" is this "dishing up" of literature.

It might be replied that editing the texts of the classics so copiously is a great help to the pupils because they have not the time to look up everything for themselves. This may be very true, and so much the greater the pity. To-day everything moves at a maddening pace by rapid transit; even education is suffering painfully from it. Haste is the bane of American life and American education. It is hurry and worry, and not work, that kills. The pupils are crowded with an unnecessary and unreasonable number of branches of study and are turned out of school in the utmost haste. Were they given fewer studies at a time and were they permitted to pursue them with less haste they would be by far the wiser and healthier for it. As it is, thinking is sacrificed for cramming, sustained attention for a passing notice, and sound scholarship for a smattering knowledge. It is this injurious system of education that this editing craze fosters; in itself it may be no worse evil than the rest of the "prepared things" that are applied to education, but as one of the crutches of education it should have its strength considerably weakened. E. S. GERHARD.

Mechanicsburg, Pa.

February in the Country.

In his crystal palace at the north pole far
The Frost King holds his nightly revels gay,
While boreal lights outshine each fading star
And high o'erhead his flashing pennons play.

Thru all the night upon the window panes
The fairy frost sprite weaves his magic spells
Creating jungles where summer ever reigns
Or balmy plains whereon the Arab dwells.

The timid creatures of the field and wood,—
Uncareful denizens of earth and air,—
Are so distressed to find their livelihood,
And oft in the farmyards seek more ample fare.

Sweet Spring now sends her heralds on before
Announcing that grim Winter's reign is o'er.

MELVIN HIX.

Manhattan.

The promised reports of the addresses delivered at the banquet given in honor of Dr. Balliet, and also comments on State Supt. Skinner's recommendations to the New York state assembly are omitted owing to the pressure of more important matters.



Spry Vacation School, Chicago, Ill. Construction Room, 3d and 4th Grades.
Henry S. Tibbitts, Principal.

The Educational Outlook.

Tokio, Japan, intends to keep abreast with the most progressive countries in technical education. A training school for boys has been recently started in connection with a ship building plant at Tokio, the idea being to turn out a number of well-trained young workmen every year. The school already has several hundred pupils, who have been divided into four classes. They spend some of their time in the class-room work and several hours a day are devoted to work of the apprenticeship sort. To aid them in their studies the pupils have not only the advantages of a well equipped library, but also that of one of the best plants in the East to work in.

URBANA, ILL.—At the recent meeting of the State Grangers it was voted to encourage the consolidation of the district schools into one or two large schools for each township.

The board of governors of Dalhousie university, Halifax, N. S., has decided to open classes in coal mining, engineering, mineralogy, geology, and chemistry in Cape Breton early in May. These classes will include lectures and practical field work.

Prin. W. D. Lewis, of the Prescott school, of Syracuse, N. Y., has been elected head of the English department in the Syracuse high school.

The annual meeting of the Michigan Schoolmasters' Club will take place at Ann Arbor on April 2, 3 and 4.

The agricultural college of the University of California is to be transferred to an estate at Menlo Park which was given to the university several years ago.

Statistics show that the cost of teaching each student at the Cornell university, last year, was \$331.30. The average income from each student was about \$100.

Supt. George H. Lamb, of Braddock, Penn., has resigned to accept the situation of librarian of the Carnegie library in Braddock. Previous to coming to Braddock Mr. Lamb was principal of a grammar school in Youngstown, Ohio.

A petition signed by over seventy headmasters of the most prominent preparatory schools in the country has been presented to the Intercollegiate Football Rules Committee, looking to a modification of the playing rules of the game. The masters believe the present game is too dangerous. They want the objectionable features eliminated without sacrificing the game. This movement had its inception at a conference held in connection with the meeting of the headmasters' association in Boston, last December.

The Southeastern Iowa Teachers' Association will meet at Burlington, Iowa, April 2, 3, and 4.

Dr. Hugo P. Thieme, who received his degree from Johns Hopkins university in 1897, has been appointed associate professor in modern languages in the University of Michigan.

A monster educational conference was held at Manchester, England, on January 2 and 3. It was attended by 3,300 representatives of the primary and secondary schools and other educational institutions of the northern counties. The subjects discussed included "The Curriculum in Different Types of Schools," "The Teaching of Experimental Magnetism," "Co-education," "The Teaching of Experimental Science in its Early Stages,"

"Nature Study," "The Teaching of Geometry," "School Laboratories," etc. Mr. M. E. Sadler, Professor Armstrong, Canon Rawnsley, Mr. R. Waddington, and Mr. H. Thistleton Mark were among the speakers. The conference will be held next year at Leeds.

The Nebraska legislature is considering a bill which, if it becomes a law, should go far toward relieving teachers of the cigaret problem. It provides "that no minor under the age of eighteen years shall smoke or in any way use any cigars, cigars or tobacco in any form whatsoever, in any house, place, highway, street, square, or resort. Any minor violating the provisions of this act shall, upon conviction, be fined in any sum not less than \$1 or more than \$10, or be imprisoned for two days for each offence, in the discretion of the court."

The Iowa State Agricultural college at Ames, Iowa, has introduced a laboratory course in the slaughtering of cattle.

Pres. Henry C. King, of Oberlin college, has announced a gift of \$50,000 to be used as the nucleus for the \$500,000 which the college hopes to raise this year. It is planned to erect a chapel, biological science hall, administration building, woman's gymnasium, Y. M. C. A. building, and men's club. The endowment is to be increased in order to increase the salaries of the professors and teaching staff.

ALTON, ILL.—A fire of incendiary origin has destroyed the Western Military academy, causing a loss of \$50,000. All the students lost their personal belongings. This was the fourth fire at the institution within a month.

POUGHKEEPSIE, N. Y.—A singular case of loss of memory has occurred at St. Stephen's Theological college, at Annandale, where Samuel A. Chapman, a student of Boston, has lain in a semi-conscious condition for over a week. He fell on an icy sidewalk, and injured his spine. He is apparently conscious but remembers nothing that has occurred since he took to his bed.

The theological seminary at Princeton will have to fight for the bequest of \$3,000,000 left it by the will of the late Mary J. Winthrop. The relatives of Mrs. Winthrop are to contest the will. The grounds for declaring the will invalid are that the amount of the bequest will increase its property to a larger amount than that provided by law; that they will seek to create a trust which is invalid and void because it does not name any trustees competent to take the bequest; that the terms are uncertain and indefinite, and that the attempted trust violates the rule against perpetuities.

The Ohio University Summer school, at Athens, Ohio, will open June 22 and close August 1. The school will be taught by nineteen members of the regular university faculty, including the normal college faculty. Practically every subject taught in the normal college will be taught in the summer courses.

The biennial report of State Supt. Thomas C. Miller, of West Virginia, advocates a six months minimum school term, a compulsory attendance law, the centralization and consolidation of schools, an increase of the teachers' salaries, larger school revenues, school libraries, an increase in the general school fund, better school buildings, the establishing of county high schools, a more equitable system of taxation for the support of schools, and a complete unification of the school system of the state from the district school to the university.

Higher Education.

Trouble between students in the University of Utah has resulted in a new kind of hazing. At least the papers report that twenty men seized a fellow student, chloroformed him and left him unconscious in the street. The police were unable to find any of the perpetrators of the outrage.

The hazing is the result of feeling aroused over the action of certain sophomores who threw cabbages and other vegetables at members of the university dramatic club when they played an opera recently at the Salt Lake theater.

It is reported in the newspapers that seven students of the University of Wisconsin held a strenuous initiation in the back room of a saloon of Madison recently. The ceremony consisted of hanging the neophyte, who was then deserted, and would have died but for the accidental arrival of the barkeeper. He cut the victim down whom he found limp, senseless, and bleeding from the mouth, and revived him. The other students had been drinking heavily and probably became so intoxicated that they forgot their victim.

Iowa Notes.

The trustees of the Iowa State college have decided to erect a general administration building at a cost of \$225,000, and an agricultural building to cost \$200,000. A fireproof addition is to be made to the present agricultural hall at a cost of \$50,000. A central heating plant is to be installed at a cost of \$64,000.

Sac City, Iowa, has voted to issue \$20,000 in bonds to raise money to build a new high school.

Dr. George Adams has resigned from the presidency of Des Moines college, Iowa.

The city of Iowa Falls has no male teachers in its public schools.

Colorado college has received a new bequest of \$20,000.

H. W. Anden, of Fettes college, Edinburgh, has accepted the position of principal of Upper Canada college.

A Double School System.

A bill has been introduced in the Arkansas legislature which proposes to separate the school tax between the white and colored races in the same proportions. The views of the promoters of the bill are as follows:

"The proportionate amount of the taxes paid by the white and the colored races of the state is eighty-five for the white and fifteen for the colored, while the proportionate population is sixty for the white and forty for the colored. It is an evident injustice to tax the white property owner to pay for the education of the colored citizen, and it is our purpose to devise some means whereby this inequality can be remedied. The tax paid by the white people should go to the education of the white children, and the tax paid by the colored people should go to the education of the colored children. It is not evident that the money expended by the white race for the education of the colored is benefiting them very much. They are not gaining anything from letting some one else pay for their schools. It would be better to put them on their own resources, and then they would have an inducement to advance. Our plan is to create a general fund to run three months' schools for white and colored alike, in special and common districts, with the provision that each race may then vote upon themselves a tax for the purpose of running separate schools."

New York City.

The Schoolmasters' Association of New York and vicinity will meet on Saturday, February 14, at 10:30 A.M., in the Brearley school building, No. 17 West 44th street, New York, N. Y. The topic of the morning: "What can our colleges and schools do in the way of imparting culture, as distinguished from knowledge." Speaker: Dean Josiah H. Penniman, of the University of Pennsylvania. The meetings of the association are open to all persons who are interested in secondary education. Women as well as men are cordially invited to attend these meetings.

On Saturday evening, February 14, the New York Schoolmasters' Club will meet at the "St. Denis," corner Broadway and Eleventh street. After dinner Dr. William A. Mowry, of Hyde Park, Mass., will speak on "Difficulties in Interpreting the Facts of History." Prin. William C. Hess, of Manhattan, is the president of the club.

The New York Educational Council will meet in Law Room No. 1, New York university, Washington Square, Saturday, February 21, at 10:30 A.M. "Means of Stimulating Pupils to Self-Government and Self-Control" will be discussed by Prin. D. A. Preston, Brooklyn; Prin. Albert Shiels, Manhattan; and Prin. David B. Corson, Newark, N. J. Teachers who have successfully tried any particular system of "Self-government" are requested to present their experiences. After the meeting the usual lunch will be at the Hotel Albert. Prin. James M. Grimes, of Mt. Vernon, N. Y., is the president of the council.

The Skolastikoi, a social organization of New York city school men, has elected the following officers: president, Dr. William L. Ettinger; secretary, Leon W. Goldrich; treasurer, Plowdon Stevens, Jr. The annual dinner of the society will be held on April 18.

At the last monthly meeting of the faculty of Teachers college, a solid silver loving cup was presented to Dean James Earl Russell, to commemorate his five years of service as the head of the institution.

Mayor Low has appointed James J. Higginson, a retired banker, to fill the vacancy in the board of education caused by the resignation of Charles C. Burlingham.

Over 11,000 pupils were graduated from the grammar schools at the end of the first term of the school year. About two-thirds of this number signified their intention to enter the high schools.

On account of the ever increasing demands upon the Teachers' Retirement Fund it is probable that steps will be taken to secure its enlargement. At present the receipts are drawn from the amount deducted for absences of teachers and from five per cent. of the excise fund. Many teachers, however, succeed in obtaining a refund of the amount deducted for absence, and thus about 60 per cent. of the receipts of the fund from teachers' absences is lost. The drain upon the fund is constantly increasing, owing to the additional retirements each month. It is proposed to appeal to the legislature to increase the receipts from the excise tax.

The board of education held a special meeting on January 31, appointed 266 teachers and promoted or transferred 400 teachers.

Statistics for the first term of the evening schools have been compiled showing an average attendance in the elementary schools of 23,800 and in the high schools of 5,363; making an average weekly attendance of 29,163. No definite

date has been set for closing the schools. This matter has been left wholly to the discretion of Superintendent Elgas.

Fred W. Atkinson, for the past three years general superintendent of public instruction in the Philippines, has accepted an invitation to join the corps of instructors at the session of the Columbia university summer school, to give a course of lectures on the Philippine islands. This will be the first opportunity offered to learn first hand, something of the geography, history, government, and languages of the islands and their people.

The reciprocal arrangements between Barnard college and Teachers college are thoroughly appreciated. Forty-nine Barnard students attend courses at Teachers college. Forty-three Teachers college students attend courses at Barnard.

The board of education has decided to buy the site adjoining P. S. No. 123, Brooklyn.

Examinations for licenses to teach in the elementary and high schools will be held on the following dates:

Kindergarten—March 30-31.
License No. 1—May 18-19. June 15-16.
License for promotion in elementary schools—March 2.
Shopwork—March 23.
Assistant to principal—Sept. 10-11.
High school—April 13-14.
Examinations for admission to the training schools—June 1, 3, 4 and 5.

Eighty-one graduates from the Baron de Hirsch Trades school received diplomas together with a kit of tools valued at from \$30 to \$40 at the recent graduating exercises.

The graduates of the carpentry department had on exhibition a cottage about twenty feet square built by them during the last five months. The plumbing class showed samples of their work. The boys of the electrical department had on exhibition burglar alarms, telephones, and an electric lighting plant. The other departments also had samples of their work on exhibition.

The zoologists and the taxidermists of the Museum of Natural History are preparing for exhibition the immense collection of big game, bear skulls, and small mammals which were gathered by the Alexander J. Stone expedition to Alaska and British Columbia. The collection includes one thousand specimens of small mammals such as squirrels, porcupines, beaver, moles, mice, and rats, with thirty skulls of the large Kadiac bear and fifty specimens of big game. The latter include moose, caribou, Sitka deer, black mountain sheep, wolverines, foxes, and wolves. The largest specimen of caribou ever discovered is in the lot. Its antlers have twenty-nine prongs, the main ones measuring four feet.

The General Education Board has organized for business with its offices at No. 116 Nassau street, New York city. W. H. Baldwin, Jr., is chairman, George Foster Peabody, treasurer, and Wallace Buttrick, secretary and executive officer. As the readers of THE SCHOOL JOURNAL already know the main object of the board is to promote free rural schools in the Southern states. John D. Rockefeller has subscribed \$100,000 a year for ten years to aid the work, and other sums of money have been received. There is no truth in the report that vast sums are to be placed in the hands of the board.

Kindergartners Wanted.

The growth of kindergartens in New York has been so rapid during the past few years that the eligible list of kindergartners is exhausted. New York

offers many inducements to kindergartners, with the result that some of the best kindergartners in the country have been glad to settle here. But at present the demand exceeds the supply. One reason for this is the high grade of scholarship which is demanded of kindergartners in the city. There are at present over three hundred teachers in the New York public kindergartens. They come from all parts of the country, and from twenty training classes, and between twenty-five and thirty have the degree of A.B.

A Model Graduation.

The graduating exercises at Dr. Shiels' school, No. 40, Manhattan, were made an important occasion for the boys who closed their grammar school career on January 30. The assembly room was tastefully decorated with flags and potted plants. The electric lights were draped with red tissue paper and when lighted lent a festive brightness to the room.

At ten o'clock, the boys of the lower classes, assembled in the back of the assembly room. A pupil played a march on the violin accompanied by the piano, and the boys filed in. The leader of each division carried the flag of his class. Each boy bore himself with dignity and manliness. The march continued until all but the seats in the front of the room, reserved for the graduating class were filled. A chord was struck, the boys raised their seats and sat down.

The assembly was then greeted with a cordial "Good morning, boys," by Dr. Shiels which was immediately responded to by "Good morning, Mr. Shiels." A short selection from the Bible was read by Dr. Shiels. Dr. James C. Byrnes, a member of the New York board of examiners, then took charge of the exercises.

Beethoven's grand song, "The Creation," was beautifully sung by the school, after which the graduating class, twenty-six in number, marched in. During this march, the electric lights were turned on.

The order of exercises was as follows:

School Song. Schubert's "Hark, the Lark."
Salutatory Address.—William Zipsey.
School Song.—"Welcome." (Melody from "Mme Angot.")
Recitation.—"Press On." Howard Lewis.
Violin and Piano.—Cavalleria Rusticana. Lester Hermann and Miss O'Neill.
Recitation.—"American Institutions." Arthur Busby.
Vocal Solo.—Matthew Henkel.
School Song.—"The Rhyme."
Recitation.—"Mental Exercises." Matthew Henkel.
Song.—Rendered by the Glee Club of school No. 40.
Address.—By Dr. James P. Haney, supervisor of manual training, Manhattan-Bronx.
Address.—Commissioner Barrett.
Address.—Rev. Dr. McMann, of the Epiphany Parish.
Address.—Rev. Dr. Burlingham.
School Song.
Valedictory Address.—Bart Whitney.
School Song.—Song of Forty.
Awarding of Diplomas.—Dr. Shiels.
Flag Drill.
Salutation of Flag.
School Song.—"Star Spangled Banner."

The singing in this school is exceptionally fine. The sweetness of the voices is really remarkable. I should never have believed it possible that a large hall full of boys of an average city grammar school could render Schubert's dainty song of "The Lark" so beautifully.

Dr. Haney's address to the graduates was especially appreciated by the boys. He said that when he cast about for a suitable topic a newspaper gave him an

opening thought. Among the list of those who had died on one day in the city of New York two names attracted his particular attention, one famous, the other obscure. The obscure man had been a chemist and his last request had been that after his death all his own formulae and recipes should be burned so that no one in his profession might be a whit wiser or better off for what he himself had discovered. The other man was Abram S. Hewitt, late mayor of New York city, who when dying said: "I hope that after I am gone the world will think of me as a statesman," as a man who had labored for his times, willingly and gladly. Dr. Haney then addressed himself particularly to the boys of the graduating class. "Could anything be more pertinent," he asked, "than the stories of these two men: one selfish, anxious to keep everything for himself; the other, generous with his every possession."

Carlyle's advice that each one of us must pick out some hero like whom he wishes to be. Abram S. Hewitt is a hero a boy might well choose to lead him by his example.

"Boys, many people are fond of talking of chance as ruling our destinies. 'He had so many chances,' they say. In my judgment it is a mistake to attribute success to good fortune. If a man has many opportunities it is because he has made opportunities for himself. The world is ready to pay for the best. So if you are ready to give the best you have, you will have opportunities. How will you prepare yourself to attain the best? By 'courtesy, industry, and truth' as your school motto has it.

"Worship heroes as Carlyle has told you to. Read the story of the boy who began at the loom and by courtesy, industry, and truth earned enough pennies to buy books. Think of the books this boy, Carnegie, gives to others to-day. You know the story of Garfield. He rose to be president. Yet, once he had to walk along tow-paths. Gage, the financier, began life as a bank messenger. He saved some money, however, and one day went to the president and asked for a higher position. The president, having already noticed the boy's efficiency, said he would promote him if he could get security. After learning the amount demanded, Gage produced his own bank-book, and offered his own security.

"One last word. The reason I have talked to you so long is this. I once attended a public school and I remember that various people addressed us. Some of their words have stuck and have helped me. If I can say anything that will help make your life, a success, I wish to put it in the strongest way possible.

"Success, remember, is brought about by character: character spelt in the words of honesty and indomitable perseverance. We cannot all be quick of wit, but we can be steady and that is what counts most. Make plain your plan of work to yourself—outline your life, and live it."

Pensioning Teachers.

Auditor Henry M. Cook, of the board of education, is preparing a plan to retire the teachers in the public schools on a uniform pension. The purpose of the plan is to enable the teachers to retire from active work with some dignity instead of being forced out at the discretion of some committee. It is proposed that women teachers may retire at the age of fifty-five and that men may retire at the age of fifty-eight or sixty, after twenty years' service. The teachers will be able to demand places until they have reached the age limit unless it is shown that they are not qualified to teach. If they are fit to continue work after reaching the age limit it will be at the option of the inspectors to say whether they shall be permitted to teach or not. The board of estimate and ap-

pointment will be asked to appropriate a sum of money each year sufficient to pay the salaries of all retired teachers and of all teachers who may be retired during the ensuing year. It is proposed to place the minimum for pensions at \$600 and the maximum at \$1,500. The amount which is now available for the teachers' fund will be returned to the city. A special committee will be provided for, to have power to retire teachers before reaching the age limit, if it shall be deemed necessary. This provides for those incapacitated for work by sickness.

Outdoor Recreation Movement.

The probable appropriation of \$250,000 to carry out the plans of the Outdoor Recreation League recalls the story of this idea and is a convincing proof that New York is good soil for a good idea. Some twenty years ago, says *The Evening Post*, Charles B. Stover graduated from the Union Theological seminary. He went to the frontier and became a preacher on the edge of the bad lands. Later he spent a year or so abroad and then joined a guild on the East side. In 1891, the guild passed into the university settlement and Mr. Stover withdrew. He had an idea of his own and pursued it alone. In 1891, he unfolded his plan to the late Mayor Hewitt, and with him organized the New York Society for Parks and Playgrounds for Children. This society secured a lot of land on Second avenue and fitted it out as a public playground. They lost this tract after five years' use by its being built upon.

Mr. Stover now enlisted the co-operation of the Social Reform Club, which endeavored all thru Mayor Strong's administration to establish the idea in the East river park. When Mayor Van Wyck appeared, the work began anew with a continual siege of the park board. About this time Secretary Sullivan, of the American Athletic Union, began a similar movement. The two formed a new association called the Outdoor Recreation League. Despairing of city aid, they again used private means and secured a lot at the foot of fifty-third street, on the Hudson river. Here they established the first really satisfactory expression of their idea. They laid out a running track of an eighth of a mile, and a good-sized field, equipping it with apparatus. The great popular success of this outdoor gymnasium made their progress irresistible, and they secured at last the attention of the park board.

About this time the city had acquired Seward park, but had left it a rough waste, the scene of constant outbreaks of lawlessness. The Outdoor Recreation League cleared this by permission of the park commissioner. Agents of the league worked for months on a petition to the board of estimate and apportionment, asking for money to fence the ground in and level it. In the work of getting signatures the public school teachers willingly and gladly co-operated. Mayor Van Wyck supported the petition and \$12,000 was secured. By the greatest efforts money was raised by private subscription and apparatus was installed.

This ground was opened June 3, 1898, and it was almost obliterated by the immense crowds. The people rushed all over everything. Slowly order has been brought in and a sentiment has been aroused among the people themselves which is stronger than law. Rules and regulations are now possible. Thousands now use these grounds and they have ceased to misuse them of their own accord.

Night and day, summer and winter, these outdoor gymnasiums have been kept open and used in all kinds of weather. These comparatively unknown men, with little money of their own, have struggled to maintain them without pay for their labors. It has remained for this administration to realize that these men

have been bearing the burdens of the city, and to boldly incorporate into its public policy the principles for which they contested. It has been found that it pays to give the masses the sort of park and recreation ground that appeals to them. The city, therefore, will undertake this work at last, appropriating \$250,000 to begin with.

New Y. M. C. A. Home.

The Young Men's Christian Association is erecting a large nine-story building on Twenty-third street at a cost of \$860,000. The building is to be modern in every way. The architecture of both fronts is an adaptation of the Italian Renaissance constructed of granite and brick. It is to be fire-proof and will be lighted with electricity generated on the premises; the principal rooms will have forced ventilation; the temperature will be automatically controlled, and the equipment thru-out will be substantial and modern. The first floor is to contain a large social room, offices, music-room, coat-room, reception-room, and small room for various classes. On the first there will be, in addition, a large auditorium.

The second floor will be devoted entirely to educational class-rooms, the largest of which will accommodate 100 men.

The third will provide for rooms for social and educational clubs and a large room for art classes. An elaborate banquet hall, with full kitchen arrangements, is on the same floor.

The fourth floor is given up to the library and reading-room.

The fifth and sixth stories will contain four bowling-alleys, baths, and the locker-rooms for the gymnasium.

The seventh and eighth floor will be for the gymnasium and offices for the physical director.

On the roof there will be a spacious garden commanding a view of the North river.

Chicago Items.

A proposition has been brought before the board of education to establish a playground at the Medill High school.

At the last meeting of the Chicago Head Assistants' Association a motion, endorsing the education bill before the state legislature, was tabled. The members preferred to take this action rather than go on record as opposed or in favor of the bill.

The University of Chicago is attempting to meet the demands of modern philological investigation by beginning the publication of a new journal called *Modern Philology*, under the auspices of the department of modern languages of the university. It will deal principally with philological matters concerning English, German, and Romance.

The employment bureau of the University of Chicago reports that during the past year it aided 181 students in earning money to defray part or the whole of their college expense. The amount earned by these students was 3,324.55.

A Great Medical School.

As soon as the Rush Medical college and the medical department of the University of Chicago are amalgamated, John D. Rockefeller will give, it is reported, \$7,000,000 for an elaborate scheme for a research hospital on the middle campus of the university. This will make the institution the greatest medical school and hospital in America. Mr. Rockefeller wants it to produce men who can go into original research to find cures for the stubborn diseases, particularly consumption.

This institution will be constructed on the cottage hospital plan, one division being devoted to the discovery of a tuberculosis serum. One hospital will be for contagious diseases, another for surgical work, and another for general practice.

Recent Deaths.

Prin. James Jenkins, P. S., No. 16, Brooklyn and of the Eastern District evening high school, died on Feb. 6. He was a graduate of Colby university and was at one time connected with the schools of Worcester, Mass., as principal of grammar and high schools. On coming to Brooklyn he taught mathematics in the boys high school, and later was principal of P. S. No. 78. Last September he was transferred to P. S. No. 16.

Former state deputy superintendent of public instruction, Jared Sanford, died recently in Mount Vernon, N. Y.

The Rev. Abraham Resser Horne, D. D., widely known for his large and valuable work for education in Pennsylvania, died at Allentown, Pa. Dr. Horne graduated from Pennsylvania college in 1858. He founded the Bucks' County Normal and Classical Institute at Quakertown, Penn., shortly after graduation. Here he established in 1860, the *National Educator* under the title of the *Educator and Teachers' Journal*, which he continued through his life and which has played a prominent part in educational circles of the state. In 1867 he became the first superintendent of schools of

Williamsport, Penn., and was in turn principal of the Keystone State Normal school, at Kutztown and the normal and academic department of Muhlenberg, at Allentown, Pa. He published several educational books and was frequently a member of the school board of Allentown. In 1898 he was the Pennsylvania commissioner to the Omaha exposition.

Dr. Morril Wyman, the oldest medical practitioner in the country, has just died in Cambridge, Mass., at the age of ninety years. He was at one time professor of the theory and practice of medicine at Harvard university. He had been an overseer at Harvard since 1875 and was given the degree of Doctor of Laws in 1885.

Supt. Austin George, of Ypsilanti, Mich., died suddenly of heart disease on January 20. He was graduated from the Michigan State Normal school in 1863 and from Kalamazoo college in 1866. He was professor of literature at the latter institution for a year and was superintendent of the Kalamazoo schools for four years. He next served as professor of rhetoric and literature in the State Normal school for three years and head of the training school for fourteen years. Since 1896 he has been superintendent of the public schools of Ypsilanti.

And then history should be given a much more decidedly religious turn than is now the custom. We ought to feel that politics is religion—as Moses, Isaiah, and David felt—so the early Puritan settlers of this country believed.

Physical Culture.

NORTON, MASS.—The new gymnasium of Wheaton seminary was dedicated on February 4 with appropriate exercises. Pres. Samuel V. Cole, of the seminary, described the building as a hall for physical, mental, and moral training. The nucleus of the fund was the "fine box" which the students maintained to receive penalties for trivial breaches of the rules.

Prof. W. A. Sargent, of Harvard, spoke upon the "Place of Physical Training." He pronounced physical training obligatory to build up the people. The fault of athletics is that, as one part is developed thru concentration upon some one particular spot, others are sacrificed. Men will injure health and the brain to gain championship in some line or to break records.

All the gymnasium apparatus of real service to men is of value for women. They even excel in its use. The gymnasium is the place to develop power and character. Yet girls must be cautious else they will overdo. Competitive games should be ruled out since they lead women to over-exertion. Then the nervous reaction is charged upon the gymnasium, tho it is actually due to the excess.

Women should develop their bodies to the utmost to offset the neglect of men. Men sacrifice their health to their business because of the strain and competition. Hence, the present generation must fit the women for the world, and there is no better way than by giving a liberal physical training at the outset.

The new building is 95x45 feet, with a front projection containing the principal entrance and the offices. There is a main hall, with a clear floor of 42x80 feet and 32 feet height. At the end is a stage and good dressing-rooms, with stairs to the upper part of the building and to the basement. Around the upper part is a running track and over the main entrance a gallery seating fifty persons.

Manual Training and Gymnastics in Worcester.

Public sentiment in Worcester favors the work in manual training and cooking, says Supt. Clarence F. Carroll in his annual report. In the ninth grade, where both of these subjects are optional, 93.3 per cent. of the pupils take cooking and 93 per cent. manual training. In the high school 200 pupils take manual training in the first year and 87 pupils in the second year. One hundred and eleven pupils take cooking in the first year and no pupils in the second year.

In February, 1902, the school committee passed an order providing for the equipment of an additional shop and an additional kitchen. This order was signed by the mayor during January, so that it will soon be possible to extend cooking and manual training into the eighth grade.

In July, 1902, algebra and Latin were added to the curriculum of the public schools, the former as a required course, the latter as an optional study. These additions to the course are found to be popular among the students and profitable in breaking the wall between high and grammar schools.

Until the present year the members of the board of directors of the Worcester High School Athletic Association had direct oversight of the finances and the management of the contests.

While admitting that it is an excellent training for young men to assume the management of such enterprises, Mr. Carroll adds that during the present season it was found best to transfer the entire authority in these matters to the principals of the high schools. The reason for this transfer was that the

Educational New England.

CONWAY, MASS.—This town, with Deerfield, Sunderland, and Whately, has formed a union district and the several committees have met and completed the details of the union. No applications for a superintendent of schools have as yet been considered, but a meeting will be held about March 1 for an election.

EXETER, N. H.—Phillips Exeter academy is to have another addition to the department of physical culture. This is to be an athletic building; to contain a reception-room, dressing-rooms, baths, and other conveniences for the use of the several teams. It is to be named the Newell Athletic house, a memorial of the late Marshall Newell, of Clifton, N. J., who won honor in athletics, both in the academy and in Harvard.

William E. Huntington, dean of the college of Liberal Arts of Boston university, has been chosen acting president of that institution. Dr. Warren is continued in his professorship in the school of theology for life.

Corporal punishment was administered to 336 pupils in the Somerville, Mass., public schools last year. There were 272 cases of truancy resulting in the loss of 734 half days of school time. There were 3,335 cases of tardiness and 1,978 dismissals.

History Teaching.

"History and Its Correlation to Geography" was the subject of discussion at the thirty-eighth annual meeting of the Massachusetts Superintendents' Association held in Tremont Temple on February 6. Supt. Roderick W. Hine, of Dedham, presided.

Prin. Fred. W. Cross, of the Palmer high school, presented "A Course of Study in History for High Schools." He said that the pupil should be given a good knowledge of the history of Greece and Rome, of England and our own country. The teacher must be enthusiastic and go outside of the books to awaken enthusiasm. He must make the pupil think and so not recite mechanically. One of the great aids to this work is a proper series of maps and charts. The better sort of the historical novel is also of much assistance. Pupils should be taught also the intelligent use of reference-books. In civics an essential is the memorizing of important documents, such as the Declaration of Independence and parts of the Constitution. Local conditions must be studied.

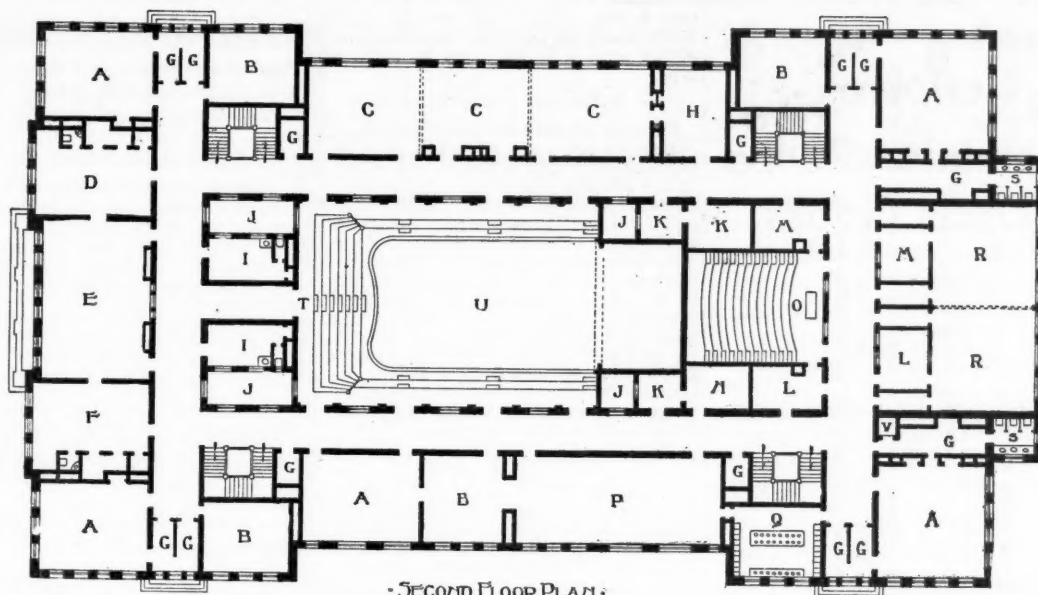
Ultimately the high school will be practically independent, a sort of people's college, rather than a secondary school to fit for other study, as in preparation for college.

Prin. W. F. Gordy, of Hartford, Conn., considered the study of history in grammar schools. He said that the pith of history is to give the pupils inspiration from the deeds of great men. A hero always appeals to the highest there is in a child. In the lower classes of the grammar schools the pupils are unable to grasp the connection of great events, yet they can be impressed by noble actions. Hence, in a grammar school there should be two cycles of history study. In the first, stories of the ancient Hebrews, Greeks, and Romans should occupy the attention, the personal aspect being made prominent. In the second history should be dealt with in its organized form. Here English and American history should occupy nearly all the time, with the latter made the most prominent. A leading aim of our schools should be the assimilation of the children of foreigners. The text-book should be used in the last two years of the grammar schools. The ever-present aim of the teacher should be to become an accurate interpreter of life.

Mr. Lyman R. Allen, of the State normal school at North Adams, discussed "Correlation of History and Geography." Man's environment has a close relation to his life actions. Physical features divided and controlled nations in the early history of the world. But the means of communication has broken down the separation and the removal of the frontier has opened the way for socialism.

Prin. Edwin D. Mead, of Boston, discussed "The Lessons of History." He held that a most useful work for the most of us would be to read over again, when they have become cool, the accounts given in the papers of passing events and discussions upon current interests, such as the tariff. This will give us some idea of the way they will appear in later history. For too many of us the creations of the poets, as "Evangeline," or the novelists, as Adam Bede, have a larger place in indicating human experience than our neighbors. Proper histories must so present the facts as to show us the relations to our neighbors.

Mr. Mead indicated that the most important lessons to be drawn from history in the schools relate to the present political conditions of the country. We need to have Washington's warning reiterated.



- SECOND FLOOR PLAN -

New High School, New Bedford, Mass.

athletic interests had grown to such dimensions that they called for experienced and mature direction. Since this change no word of criticism has been heard relating to the action of any player or players. This is in strong contrast with the expressions of dissatisfaction heard in different quarters during past years.

Mr. Carroll deprecates the fact that only a small part of the entire body of students receive anything that can be called

physical training in connection with their school life. It is generally recognized, he declares, that that education is defective that does not provide a place for distinct physical training in the program of every day. Yet this appears to be well-nigh impossible in Worcester, since in no one of the high schools is there a gymnasium. Indeed, nowhere in Worcester is there a gymnasium supported at public expense.

Since the course of study becomes constantly more exacting, and, with the reasonable demands of social life in the case of school children, a larger number of children may be expected to become physically and nervously degenerate and broken down. Mr. Carroll urges that the public be brought to recognize the need of proper facilities in connection with physical education and high school sports.

A report of Worcester's remarkable success in dealing with the truancy problem has already been described in THE SCHOOL JOURNAL.

M. V. Summer Institute.

The Martha's Vineyard Summer Institute has arranged remarkably strong courses in school supervision and school management and psychology and pedagogy for its session of 1903. Dr. Horne, the popular teacher of Dartmouth college, will have charge of the course on school supervision and school management with State Supt. Nathan C. Schaeffer, of Pennsylvania; Dr. W. N. Hailmann, Dr. Mowry, Supt. Nash, Frank A. Fitzpatrick, McDonald, and Supt. Jacoby will discuss practical phases of the subject. It is expected that this course will appeal especially to all city, district, and county superintendents.

The course in pedagogy and psychology will be given by Drs. Schaeffer and Hailmann. Conception, judgment, reasoning, the method of teaching, and the education of the feelings and the will will be discussed in this course. This is a natural continuation of the course of lectures given by Professor Horne, last year, but the latter are by no means presupposed.

Dr. Conant's Successor.

Prin. Charles H. Morrill, of Brigham academy, Bakersville, Vt., has been elected principal of the Vermont State Normal school at Randolph, to succeed the late Edward Conant. Mr. Morrill was graduated from Dartmouth in 1888. From 1888 to 1890 he was principal of the Haverhill, N. H., academy. Since 1890

he has been in charge of Brigham academy. For several years he has been an instructor in summer schools in Vermont, and is an ex-president of the State Teachers' Association.

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The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath, and purer blood, and the beauty of it is that no possible harm can result from their continued use but, on the contrary, great benefit.

A Buffalo physician in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."

Knows No Distinction.

Rich and Poor Alike Suffer from Catarrh in This Climate.

All observant physicians have noticed the enormous increase in catarrhal diseases in recent years, and the most liberal and enlightened have cheerfully given their approval to the new internal remedy, Stuart's Catarrh Tablets, as the most successful and by far the safest remedy for catarrh yet produced.

One well-known catarrh specialist, as soon as he had made a thorough test of this preparation, discarded inhalers, washes, and sprays and now depends entirely upon Stuart's Catarrh Tablets in treating catarrh, whether in the head, throat or stomach.

Dr. Risdell says, "In patients who had lost the sense of smell entirely and even where the hearing has begun to be affected from catarrh, I have had fine results after only a few weeks' use of Stuart's Catarrh Tablets. I can only explain their action on the theory that the cleansing and antiseptic properties of the tablets destroy the catarrhal germs wherever found because I have found the tablets equally valuable in catarrh of the throat and stomach as in nasal catarrh."

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Miscellany.

The February *Century* contains two articles of special interest, "The Prolog of the American Revolution," by Justin H. Smith, "The Aurora Borealis," by Frank Wilbert Stokes. Mr. Smith's article deals with the sufferings endured by Arnold's men on their march to Quebec in 1775 thru the perils of the wilderness. Mr. Stokes is the first trained colorist to bring pictures from the Arctic regions. His material was secured while with Peary in the far North in 1892. His brilliant colors form an interesting feature of the February number.

Harper's *Bazar* for February is as usual full of suggestions in its own field. In addition to the regular departments are two especially notable articles, "The Women of Some Famous Portraits," by Gustav Kobbé, and "The Training of a Boy King," by Luis de Figuerola Ferretti, chamberlain of his majesty, king of Spain.

The Book We Need has to do chiefly with the subject of arithmetic, and is prepared by one Leon Steffle, of Bowdle, South Dakota, whose picture at the beginning of the book represents an elderly gentleman with long, white side whiskers, a silk hat on the table before him, pen in hand, doing the job. The book is most lovingly dedicated to his auntie. For the author's views on the subject one looks not in a preface, but in an epilog, wherein are recommended several changes in the mode of reckoning and in nomenclature. Blue-light waves are thought to be about the proper standard for the unit of measure, the date line is to be changed, some months are to be dropped out, March 25 should be the beginning of a new year, and all arithmetical terms are to be formed from the Greek. A valuable substitute has been found for the decimal point also. The problems are often amusing: "Robert Lee remits to his agent," "Hyacinthe Brissette invests money," "Paul Kruger owns buildings." (A statement we are not so sure about). "Zenon Bleyenbergh receives instructions," etc. Altogether the book indicates a very original author.

The eighth edition of "Isaac Pitman's Shorthand Dictionary," revised and enlarged, was issued recently by Isaac Pit-

man & Son. The work contains some 65,000 words in engraved shorthand, together with a parallel key in ordinary type.

Artificial Butterflies.

Curators of museums and collectors of butterflies are much disturbed over the ingenious work that is being done in imitating valuable specimens. Altho this is regarded as an evil by the collectors this work will enable many school collections to display specimens which would otherwise be beyond their means. The skilled workman will make any kind of a butterfly to order. They take the commonest specimen, veneer it over with a thin paste, and then so deftly apply delicate metallic powders of various colors that it takes the knowledge of an expert to distinguish this once common or garden butterfly from a real and wonderful red admiral or other choice specimen.

Books that Talk.

A new invention by which the contents of a book are made evident to a blind person thru the sense of hearing instead of thru that of touch is described in a Parisian periodical. These so-called "photophonic" books are made on the following principle:

"A sheet of transparent paper contains, printed on a black background, a number of small white squares, separated from each other by intervals of one or more squares. These squares and intervals represent the letters of the alphabet, exactly as do the dots and dashes of the Morse alphabet. In order to enable the blind person to read these letters, the printed sheet is placed in a frame between two thin plates of glass fully exposed to the light, and an opaque piece of cardboard or some other material, with a square-shaped opening in the center is moved from left to right. Whenever the opening passes over one of the white transparent squares, the rays of light illuminating the printed sheet pass thru this opening, and, by means of a photophonic apparatus are changed into sound.

In this way the blind reader receives the letters in the form of sounds separated by longer or shorter intervals of silence, and his ear fulfils the function of the eye.

The translation of the printed characters may be accomplished in a variety of ways, all of which are based on the property possessed by the substance selenium of having its resistance to an electric current decreased by light.

Chambers Memorial Bell.

Hon. John Wanamaker purchased for John Chambers Memorial church, Twenty-eighth and Morris streets, Philadelphia, the silvery-toned bell that was heard from the tower of that church Christmas eve. This bell was cast at the McShane bell foundry, Baltimore, famous for bells of all kinds and some of the world's most celebrated chimes. Its net weight is 2,100 pounds, and with the mountings 3,000 pounds.

All Stuffed Up

That's the condition of many sufferers from catarrh, especially in the morning. Great difficulty is experienced in clearing the head and throat.

No wonder catarrh causes headache, impairs the taste, smell and hearing, pollutes the breath, deranges the stomach and affects the appetite.

To cure catarrh, treatment must be constitutional—alterative and tonic.

"I was afflicted with catarrh. I took medicines of different kinds, giving each a fair trial; but gradually grew worse until I could hardly hear, taste or smell. I then concluded to try Hood's Sarsaparilla, and after taking five bottles I was cured and have not had any return of the disease since." EUGENE FORBES, Lebanon, Kan.

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F. E. B.

We heard a man say the other morning that the abbreviation for February—Feb.—means *Freeze every body*, and that man looked frozen in his ulster. It was apparent that he needed the kind of warmth that stays, the warmth that reaches from head to foot, all over the body. We could have told him from personal knowledge that Hood's Sarsaparilla gives permanent warmth, it invigorates the blood and speeds it along through artery and vein, and really fits men and women, boys and girls, to enjoy cold weather and resist the attacks of disease. It gives the right kind of warmth, stimulates and strengthens at the same time, and all its benefits are lasting. There may be a suggestion in this for you.

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